

U. S. Department of Education
Office of Vocational and Adult Education

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**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: MAINE

Eligible Agency Submitting Plan on Behalf of State:

Maine State Board of Education

Person at, or representing, the eligible agency responsible for answering
questions on this plan:

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Type of State Plan Submission (check one):

 6-Year Full Plan – FY 2007 – FY 2013

XX 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

 Unified - Secondary and Postsecondary

 Unified - Postsecondary Only

XX Title I only (*All Title II funds have been consolidated under Title I*)

 Title I and Title II

Rec'd
5/7/07

MAINE STATE PLAN FOR CAREER AND TECHNICAL EDUCATION

INTRODUCTION

This transition plan is being prepared against the backdrop of a dramatic transition in the delivery of Pre K-12 education in Maine. These changes were spurred by several factors including the following:

- the secondary education reform initiatives funded by federal, state and private funds, including Secondary Redesign and No Child Left Behind
- the advice of national experts such as Dr. Willard Daggett, Dr. Michael Fullan, Dr. Dylan Wiliam, and Dr. Anne Davies
- several reports on the need for change such as “The Learning State: Maine Schooling for the 21st Century” by the Select Panel on Revisioning Education in Maine, September 2006; the Brookings Metropolitan Policy Program’s report, “Charting Maine’s Future,” Fall 2007; the Partnership for 21st Century Skills, and the American Diploma Project, which is made up of Four organizations – Achieve, The Education Trust, the National Alliance of Business and the Fordham Foundation.

The Governor has submitted “An Act to Create Learning Communities in Maine” to the Maine State Legislature as part of his budget package. This Act reduces the number of school districts in Maine from 290 school administrative units (SAUs) with 152 administrative offices to 26 Regional Learning Communities (RLCs). These RLCs would be required to provide rigorous programs that prepare all Maine students for career, college, and citizenship. They also must “develop and implement policies that encourage collaboration in administration, professional development, educational programming, and the sharing of community resources for the continuous improvement of student achievement...” This law would take effect July, 2007 to begin the transition, with full implementation to begin in July, 2008. The proposed 26 RLCs are based on the boundaries of the current Career and Technical Education (CTE) regions. The CTE schools would become part of the RLCs and their governing structures would be subsumed by the RLC boards. Other bills addressing reduction of school administrative units also have been introduced this session. The final legislation may require a different number of SAUs, but it is very likely that there will be reductions in the number of school administrative units and efficiency measures similar to those described in the Governor’s legislation; the timeframes for implementation would also be finalized in this legislation.

Concurrent with the proposal for RLCs is the proposal for the revised State academic standards, the Maine *Learning Results*. When the Maine *Learning Results* were signed into law, there was a provision for their review beginning in 2004. That review was completed and the revised standards have now been submitted to the Legislature for review and approval. CTE directors and teachers were involved in this process as representatives on the advisory committee and on each of the content area committees.

There has been a concerted effort on the part of the Commissioner to insure broad scale involvement. For more information please see www.maine.gov/education .

The Strategic Plan that was developed for CTE in 2004 (see the 2006-2007 Interim State Plan) integrates well with the new vision for education in Maine. The State is committed to the continued implementation of the strategic plan and has developed a continuous improvement process that will assure continued review of the implementation of the recommendations.

See Appendix D

In December 2005, the Commissioner convened a group of stakeholders from secondary and postsecondary CTE, adult education, special education, nontraditional training organizations, university, and correctional institutions to engage them in a discussion of the use of the Perkins funds given the trends and implications for the Maine workforce, the findings and recommendations of the PK-16 Task Force, the CTE Strategic Plan, and the transformation of Maine high schools.

The initial Stakeholder Group, convened in 2005 focused on prioritizing the use of funds and identified 5 categories on which Perkins funds should be expended based on the discussion of the topics listed below:

- Program Improvement
 - Integration of academics
 - Promotion of literacy
 - Skill standards development
 - Skill assessment development
- Support of Local Action Plans
- Support of early college programs—articulation, dual enrollment, career pathways
- Support of nontraditional programs/activities
- Support of entrepreneurship program development

The group members identified activities that they could engage in to move Maine's agenda forward. They also identified ways they could partner with others to maximize resources. Professional development was a theme that ran throughout the discussion. For all categories, group members expressed a need for clear direction, benchmarks to measure success, and any prioritization to be data driven. The 2006 Stakeholder Group, convened on December 20, 2006, added "Promotion of numeracy" to the "Program Improvement" list above. It is important to note that services for special populations are embedded in all of the categories as integrated components, not as stand-alone programs.

See Appendix E – Minutes from Stakeholders Group

These discussions and suggestions, coupled with Maine's initiatives in high school reform and the development of a seamless education system, are the basis for this transition plan and will form the foundation of the 5-year Perkins State Plan.

Secondary CTE system

Maine is in the process of reforming its secondary education system. The goal is to make certain that ALL Maine students are ready for career, college and citizenship when they graduate from high school. In order to accomplish this, the Commissioner of Education has submitted to the Legislature, as part of the restructuring package, recommendations regarding core courses, staffing, curriculum, instruction, assessment, professional development and school approval. These new requirements are for ALL Maine students and apply to ALL public high schools in Maine.

Maine's high schools provide a range of pathways into the high skills workforce through a variety of CTE program offerings. Every high school student from Kittery to Fort Kent has the opportunity to access CTE programs. Maine currently provides CTE through a network of 26 centers and regions across the State. Maine has 18 CTE centers and 8 CTE regions at the high school level that offer choices and articulation which provide a pathway to the labor force and also provide a pathway to postsecondary education. CTE provides a meaningful context for learning. CTE students test academic theories through real-world applications. CTE educators coordinate between academic and technical skill standards to create the conditions that allow students to reach high levels of achievement in both academic and technical content. These schools will continue to exist under the restructuring, although their governance may be different.

Maine convened a group of approximately 80 stakeholders in June 2004 for the purpose of developing a vision and a strategic plan for the future of Career and Technical Education in Maine. The 5 Vision Areas identified are as follows:

Vision Area #1: A Student-Centered Education

The learning and development needs of students govern educational decisions.

Vision:

We embrace the natural learning capacity and desire for authentic learning that each learner brings to our educational community. We commit ourselves to our students, learning from them and with them, knowing where their passion and talents lie, and providing an environment in which their skills, knowledge, and commitment to life-long learning can grow.

Vision Area #2: Integration

All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.

Vision:

All secondary learning institutions, including CTE and sending schools, encourage and support the integration of rigorous and relevant career, academic, inter-personal, technical, and life skills with applied learning models in all aspects of the teaching and learning process, for all students at all grade levels. Thus we ensure the greatest

probability of success in our students' personal and professional lives. In appreciation of each individual's strengths, interest, and limitations, our schools support all students in building social, academic, and technological literacies that will serve them throughout their lives.

Vision Area #3: Literacy

All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.

Vision:

We support all students in achieving the level of literacy (prose, documentary, and quantitative) they need to be successful in their chosen field(s) of study. Explicit instruction in general literacy strategies and those specific to the discipline is central to the pedagogy and curriculum of all courses. We recognize students' strengths and prior knowledge and engage them in creating meaning and applying higher-order thinking skills. We regularly assess students' levels of literacy and use them to guide further instruction and support. Students regularly apply literacy skills as they research areas of interest, learn new concepts and skills, and solve real problems.

Vision Area #4: Data Analysis

Rigorous data analysis drives educational decisions and resource allocation.

Vision:

All decisions and allocations of resources are based on rigorous analysis of relevant data to ensure that all Maine students benefit to the fullest extent.

Vision Area #5: Partnership

A partnership between education and business and industry enriches both sectors and informs all students' educational experience.

Vision:

A collaborative partnership of education (PK-16), business, and industry creates a highly responsive and flexible relationship that meets the demands of an ever-changing environment through shared resources and technological links. CTE is an incubator for products and processes, and business is an incubator for CTE programs, with training sites shared among businesses, industries and education. Collaboration among academic and CTE teachers and those in business and industry creates a two-way street for all across the whole educational spectrum.

An especially important part of the CTE Visioning Conference in June 2004 was the participants' identification of the "positive core" of CTE – its qualities and attributes

when CTE is at its best, the core strengths of CTE to build on in the future. The attributes, arranged under 5 categories, are as follows:

Applied Learning Model

- Integration of knowledge and application; translation into real life skills through hands-on, applied learning, reinforcing academic concepts
- Opportunities relevant to students' interests and aptitudes
- Natural links to academics and to business and industry

Industry/Career Pathway Standards

- Ensures that technical skills and knowledge in programs are current and valid
- Universal acceptance of skill attainment and portability of credentials and credits
- Enables articulation with post-secondary programs

Student Engagement

- A voluntary alternative, accessible to all
- Student involvement in learning and teaching
- Love of learning, leading to lifelong learning
- Practicing work ethic in an adult environment
- Increased student confidence, self-esteem

A Committed Faculty

- Supported and inspired by its close ties to industry
- Passionate and knowledgeable
- Flexible – able to individualize learning for students

Relationships

- Teacher-student relationships are human, personal
- Students feel valued
- Small class size

The use of Applied Learning with a focus on technical skill attainment and related concepts lies at the heart of CTE. Applied learning is what allows CTE to have a positive impact on students, as students and teachers share the responsibilities for defining and solving problems and then assessing results.

Maine's population does not have the critical mass to offer CTE programs through comprehensive high schools; rather, the current (and proposed) configuration allows access to CTE programs for all students in the State. Given this structure, the sending schools or high schools in the State are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content. Maine recognizes the value and impact of contextual learning for student achievement and has been utilizing federal and State funds to strengthen its standards in both the academic and skill content of its CTE programs to:

1. develop a plan to review/revise skill standards which are compatible with national and State defined skill standards where appropriate;
2. support literacy initiatives in CTE schools;
3. develop seamless pathways from Maine's secondary CTE programs to community college and university programs;
4. develop a statewide accountability system;
5. support professional development at the secondary and postsecondary levels;
6. promote nontraditional education in all CTE programs;
7. ensure that special populations are served; and
8. link skills standards to the Maine *Learning Results*.

Expansion of contextual learning for all students is a recommendation in Vision Area #2 of the CTE strategic plan. Work has begun on integrating academics and applied learning. The vision outlined in the CTE strategic plan states: "All students benefit from an integrated system of academic and applied learning based on rigorous expectations and standards, throughout their school experience." The vision is that "all secondary learning institutions, including CTE and sending schools, encourage and support the integration of rigorous and relevant career, academic, interpersonal, technical and life skills with applied learning models in all aspects of the teaching and learning process, for all students at all grade levels. Thus we ensure the greatest probability of success in our students' personal and professional lives. In appreciation of each individual's strengths, interests, and limitations, our schools support all students in building social, academic, and technological literacies that will serve them throughout their lives." Both federal and State funds are being used to encourage innovative models of integration.

Maine was a recipient of a National Governors Association (NGA) grant for high school reform. Some of those funds were used in the 2005-2006 school-year to support the identification of promising practices for integrating academics and CTE, for supporting the teaching of literacy in the (CTE) content areas, for developing a mentoring model for CTE teachers, and for assisting CTE and sending schools in the development of local action plans for integration. These promising practices are on the Maine CTE website, www.schoolswork.org, and a new round of promising practices is being planned for this transition year.

Maine Community College System (MCCS)

The Maine Community College System (MCCS) began in 1946, with the creation of the Maine Vocational Technical Institute (MVTI) in Augusta. During the 1960's a total of 5 new institutes were established: Northeastern Maine Vocational Institute in Presque Isle (1961), Androscoggin State Vocational Institute in Lewiston (1963), Eastern Maine VTI in Bangor (1965), Washington County VTI in Calais (1968), and Kennebec Valley VTI in Waterville (1969). [The seventh campus in York County - York County Technical College - was established in 1994.] From the beginning, VTI programs were based on the philosophy that remains deeply imbedded in the community colleges today: to prepare people for careers as well as for future growth and career change. The balance of

objectives was reflected in the curricula, which included a combination of technical and general education courses.

As the VTIs established a history of success and growth, the institutes came into their own as a viable, respected part of Maine's public higher education system. With steadily increasing enrollment and high graduate placement, the institutes were clearly filling an important role, preparing Maine citizens for technical careers, and providing employers with a much-needed pool of skilled workers. At the same time, the institutes' role had broadened: they had become integral, valued parts of their communities; affordable, accessible centers of learning; key partners in local development efforts; and valued training providers for area employers. The growing public support that the VTIs enjoyed among policy makers and, especially, among their local constituencies, has become a hallmark of the institutes that continues today.

In 1986, the Maine VTIs separated from State government and were established as Maine Vocational Technical Institute System, an autonomous system similar in structure to the University of Maine System. Fueling the change was the belief by members of the Maine Legislature that the only way the VTIs could flourish and achieve their full potential in meeting the growing needs of the State was with higher visibility at the State level and an administrative structure independent from the State, allowing for greater flexibility to respond to rapid shifts in the labor market and business needs. A Board of Trustees was established by the Legislature as the System's sole policy-setting authority, and a System Office was created to serve as staff to the Board, and to provide coordination, technical support and state-level leadership to the colleges. In 1989, the change continued when the names of the VTIs were changed to Technical Colleges. This change was intended to clarify the distinction between the secondary and postsecondary vocational education systems, and to more accurately reflect their role as institutions of higher education.

The evolution of the workplace and the changing economy had wide-ranging implications for the technical colleges as there was a growing need by employers for employees with a strong academic foundation to build upon as work processes and technologies evolved as well as strong complementary skills, such as communication, teamwork and problem solving. For the technical colleges, this resulted in a strengthening and diversification of academic course offerings, and incorporating the "soft" skills into curricula, as well as utilizing technology in virtually all aspects of the learning process.

In 2002, the Maine Technical College system moved to the Maine Community College System. At that time, Maine was in the midst of a growing dialogue among policy makers and others about Maine's low college participation and attainment levels. Central to those discussions was a growing consensus that Maine's lack of a comprehensive community college system—which in most other states provides low-cost access to higher education—was a major factor in Maine's low college-going rates. The official establishment of the Maine Community College System marked the beginning of an era of major growth. Degree enrollment in the seven colleges has grown by 47 percent since 2002.

Today, the 7 community colleges offer a diverse mix of programs and services designed to meet Maine's workforce needs, both regionally and statewide, and prepare individuals for continued education at four-year colleges. In all, over 11,000 degree-seeking students and another 13,000 credit and non-credit students are served by the colleges each year. Together, offerings include over 300 one- and two-year programs in allied health, computers, environmental sciences, automotive technology, construction, early childhood education, electrical and electronics, graphic arts/printing, hospitality, pulp and paper, business and financial services, biotechnology, metals manufacturing, marine occupations and many others.

The colleges of the MCCS are now accredited through the Commission on Institutions of Higher Education (CIHE). Each program offered by the MCCS must meet the rigorous CIHE standards which combines both academic and technical courses in order to produce a well educated and skillfully trained Maine citizen. As a System, the Maine Community Colleges work to:

- Ensure that graduating students are successful in obtaining certification and/or licensure in their field of study as required for employment.
- Ensure faculty are encouraged to achieve higher levels of academic credentials.
- Emphasize the importance of occupational education aimed at a more highly credentialed workforce in the mission of the community colleges in the MCCS. (At least 80% of programs of study offered at each college will be occupational.)

Part A. Narrative

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

(I.A.1-5) NOT REQUIRED TO BE COMPLETED IN THE TRANSITION PLAN.

II. PROGRAM ADMINISTRATION

II. A. 2. Describe CTE Activities to be assisted that are designed to meet or exceed the State Adjusted Levels of Performance

- All students in Maine career, college and citizenship ready
- Hold all students to high academic standards
- NCLB measurements for all students
- Literacy initiatives in all CTE programs
- Begin numeracy initiatives
- Nationally recognized and State defined skills standards alignment where appropriate

All students in Maine career, college and citizenship ready

The Maine Department of Education is currently in the process of reviewing and revising the Maine *Learning Results*. These are the academic learning standards which all Maine students must meet for high school graduation. The goal for all students is that they will graduate career, college and citizenship ready. Maine *Learning Results* are for ALL students, and ALL students are expected to achieve the same high standards of learning. This is the only set of academic standards in the State and CTE students are expected to master the same set of academic standards as non-CTE students (SEC. 2. PURPOSE (1 and 7))

Hold all students to high academic standards

CTE students are also held to the same level of achievement under No Child Left Behind (NCLB) as the non-CTE students. The method by which they achieve those standards may vary. CTE students receive their primary academic preparation at their sending schools, and they are taught the same academic content as other students and are held to the same level of rigor. All students in Maine, according to the NCLB plan, have an option of a fifth year of high school so long as they have not reached age 21. This opportunity allows CTE students the option of completing high school in 5 years as opposed to 4, to gain the academic and technical knowledge they will need. (SEC. 2. PURPOSE (1))

NCLB measurements for all students

Maine's eleventh grade assessment, the SAT Maine initiative, for all grade 11 students was first administered to all students in spring 2006 after many years of students being assessed using the Maine Educational Assessment (MEA). Maine uses the SAT to measure Adequate Yearly Progress for all high school students using the SAT scores in reading and math as well as high school graduation rates. There is no difference in expectation for CTE students and the CTE student scores are included with those of the other students.

As part of Maine's "Graduating All Students Career, College, and Citizenship Ready" commitment to all students, in academic year 2005-2006 Maine replaced the grade 11 Maine Educational Assessment (MEA) with the SAT for State and federal accountability requirements. For academic year 2006-2007 the mathematics portion of the SAT has been augmented to meet federal alignment requirements. For NCLB accountability, all Maine third year high school students are required to take the SAT and its augmentation. In support of this initiative, the online test preparation company Prepme.com is providing free access to the online SAT test preparation course for every high school junior in Maine for three years. (SEC. 2. PURPOSE (1))

As outlined in Maine's Perkins III interim State Plans, the Curriculum Integration Project that was begun eight years ago has been the vehicle by which the Maine *Learning Results* content area standards have been cross-walked with the CTE curricula in each of the program areas. This was a comprehensive review by the program instructors, facilitated by the University of Maine and the Maine Center for Career Development, of both the academic and skill content of each course using measurable objectives. The purpose of this activity was to:

- integrate the Maine *Learning Results* into individual program competencies to create a strong academic foundation;
- validate student learning, document student achievement and encourage student self-assessment;
- expand student options and validate choices; and
- assist instructors with objective assessment.

This activity will be renewed once the revised academic standards are approved by the Legislature, and will be an ongoing process for the next several years. (SEC. 2. PURPOSE (2) (6))

Literacy initiatives in CTE programs

Dr. Willard Daggett, President, International Center for Leadership in Education, has conducted studies on reading levels required by technical careers. His research has shown that entry-level technical workers must have higher reading lexiles than most white collar workers. According to Dr. Daggett's research, the text measures of entry-level occupational reading materials for 13 CTE clusters for which there were adequate text samples are as follows:

Agriculture/Natural Resources	1270—1510L
Architecture/Construction	1210—1340L
Arts/AV Technology/Communications	1100—1190L
Business and Administration	1210—1310L
Education and Training	1320—1370L
Health Science	1260—1300L
Hospitality and Tourism	1230—1260L
Human Services	1050—1200L
Law and Public Safety	1420—1740L
Manufacturing	1200—1310L
Retail/Wholesale Sales & Service	1180—1270L
Scientific Research/Engineering	1190—1250L
Transportation, Distribution & Logistics	1170—1350L

Most high school CTE texts are lexiled at the 12th grade reading level, largely due to the complexity of the technical materials covered in those programs. Since many CTE students are not yet functioning at that level, Maine CTE schools will continue their work on literacy with an emphasis on reading and communication. This will enable CTE programs to prepare students to access texts and other materials for the workplaces of tomorrow. (SEC. 2. PURPOSE (1)(6)(7))

Vision Area #3 (see Strategic Plan in Introduction pg. 5) of the CTE strategic plan identifies literacy as a critical area. Literacy has been the primary focus of CTE professional development for the past 3 years. In order to expand training in literacy strategies to all CTE schools, Maine contracted with the Center for Resource Management, Inc. (CRM) to do two things.

1. “To identify, disseminate and support promising practices/programs and approaches that are currently working in Maine CTE schools to improve literacy, rigor and relevance.”

In the Spring of 2006, the CRM consultants investigated how 9 Maine CTE schools have implemented promising practices in academic integration, literacy integration, literacy coaching, remediation/acceleration, and professional development. These promising practices were showcased at the annual CTE professional development conference in October 2006 and have been documented and are available on the www.schoolswork.org website.

2. “To improve the capacity of Maine’s CTE teachers to integrate literacy support into their classroom experiences.”

CRM worked with 13 CTE teachers in each of 7 CTE program areas (automotive technology, health occupations, early childhood, computer technology, metal trades, culinary arts, and building trades) to facilitate their learning of literacy support strategies. The goal of this training was to have teachers learn literacy support techniques and then mentor their peers. CRM supported these mentor teachers while they conducted

workshops for their peers across the State. The mentor training began in the Spring of 2006 and was followed by a 3-day workshop in the summer and a 2-day session in the fall. Evaluations documented that these workshops were extremely successful, for the teacher-mentors and the attendees. There were over 100 teachers involved with these workshops and that has created a demand for expanding both the mentoring project and learning literacy strategies. Both the literacy strategies activities and the promising practices initiatives will be conducted during the transition year for another group of teachers, programs and schools.

The Promising Practices initiative (#1, above) will strengthen the promising practices already identified and will identify and showcase new ones. The mentoring project (#2 above) will continue in order to broaden the base of CTE teachers trained in integrating literacy in their classrooms. (SEC. 2. PURPOSE (4) (5) (A) (B))

Begin numeracy initiatives

The CTE is participating in the Maine Department of Education initiative to develop strategies to strengthen numeracy as part of the PK-12 curriculum. The CTE coordinator of curriculum development and an additional CTE team member are meeting with the cross Department numeracy committee to identify common strategies for numeracy education across content areas. The Education Development Center, Inc. (EDC) in Newton, Massachusetts is currently researching practices being used across the country to enhance math skills in career and technical education. The expectation is that the Department will develop a Numeracy initiative with an approach similar to the literacy initiative which has been so successful. (SEC. 2. PURPOSE (1)(6) (7))

Nationally recognized and State defined skills standards alignment

During the 2005-2006 school-year, secondary instructors in 20 CTE secondary program areas met to discuss and begin the process of identifying nationally recognized skills with which they could agree to align their curriculum. Maine Community College instructors were invited to meet with the secondary CTE program instructors as appropriate. There is still more to be done in connecting the secondary and postsecondary program instructors around the alignment work with nationally recognized skills standards. The secondary programs all have statewide standards developed as part of the Curriculum Integration Project and many of the secondary statewide standards are aligned with, or have as the core of their curriculum, nationally recognized skills standards. Each of the instructor groups has also identified the credentials/certificates students would be eligible to receive after successful completion of the program and the assessment of their skills based on the nationally recognized standards and connected assessments. The instructors in program areas where nationally recognized skills standards have been adopted will begin the process of revising curriculum and obtaining equipment needed to meet the standards. Work will continue with the instructors in program areas where the nationally recognized skills standards have not yet been agreed upon and with instructors in program areas that have not yet been provided the opportunity for this discussion.

Currently Maine's secondary CTE schools offer 63 distinct programs and the Community Colleges offer multiple programs. Many of these programs are made up of courses that are articulated between secondary and postsecondary instructors.

A focus of the Perkins' plan will be the development of Articulation, Enhanced Articulation, and Programs of Study Agreements between secondary and postsecondary institutions for CTE programs offered at both levels. Maine currently has some Articulation Agreements between secondary CTE programs and the Community College programs. The Community Colleges offer numerous programs in 13 of the Federal Career Clusters. New secondary programs will not be approved by the Maine Department of Education unless they have a postsecondary component. This will necessitate a change in Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs. (SEC. 2. PURPOSE (2) (6))

See Appendix A

National and State defined skills standards

All CTE students in Maine working toward national skill and State defined skills standards

- Identify the national and State defined skills standards in secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Develop skill assessment criteria (State Department of Education)

Identify the national skill standards in secondary and postsecondary CTE program areas

This is being done in collaboration with the CTE school directors and postsecondary faculty. (see page 13-nationally recognized and State defined skills standards alignment).

Certify teachers and programs to teach national skill standards

As CTE teachers align curriculum with nationally recognized skills standards, there will be the requirement in many of the skills areas that the programs meet certification standards and that the teachers are themselves certified in the skill. This presents concerns for directors and advisory boards of Maine's CTE schools, as the costs of equipment to meet program certification requirements and the cost of supporting an instructor in achieving industry certification may be a burden on the school. With this in mind, Maine CTE will continue the discussions and seek ways to support the certification of programs and teachers in industry skills standards.

Skill assessments

Work will continue this year on identifying skill assessments. The Maine Administrators of Career and Technical Education (MACTE) and the CTE team have been convening groups of CTE content area teachers to discuss standards and come to agreement on which standards they are or will be teaching and how those standards will be assessed. These discussions include postsecondary instructors whenever possible. It is important to have postsecondary representation since most of the standards are too comprehensive to be taught exclusively at the high school level. Maine will explore which assessments are

most appropriate for the high school level whether they be NOCTI, other national assessments or locally developed assessments.

It is costly to ramp up programs to meet national standards since there are not only requirements for specific pieces of equipment, but also requirements for specific certifications for instructors. A new funding formula for CTE is being developed to take these costs into account. A study group was formed about 18 months ago to look at the Essential Programs and Services model that is used to determine funding levels for the sending schools, as CTE schools were not included in that formula. The group has met regularly to examine all of the costs related to CTE and to develop the most appropriate formula to fund CTE programs and schools. (SEC. 2. PURPOSE (4))

(a) CTE programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework for career and technical areas:

i. Programs of study that incorporate secondary education and postsecondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Program of Study defined

A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study should be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to Maine *Learning Results (MLR)* and No Child Left Behind

(NCLB) accountability measures. Each secondary and postsecondary institution is required to have 1 program of study by July 1, 2009.

The State of Maine has determined that its programs of study will be planned sequences of courses that integrate high quality core academic knowledge, and are coherent and rigorous in content, aligning challenging academic standards with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. Maine is moving toward incorporating national and State defined standards for determining technical skill content. The connection to future coursework will motivate students to take the courses to ensure success in postsecondary education and in careers. One intended outcome of a program of study would be the enhanced collaboration among program stakeholders. Programs of study would be supported by signed written agreements and approved by the administrators of the educational institutions. These agreements would be signed annually by the instructors at the secondary and postsecondary levels and the administrators at both levels.

The State will require that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Enhanced Articulation Agreements, and Program of Study Agreements.

Students would have up to 3 years to take advantage of the postsecondary credits and programs of study made available under these Agreements. All requirements for admission to the Community College system must be met by the student. (SEC. 2. PURPOSE (6))

See the program of study template in appendix A

(b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above

During the transition year, State level staff at both the secondary and postsecondary level will oversee the development of criteria for programs of study. Staff also will identify the courses slated for enhanced articulation. Once that is completed, the Maine Department of Education's CTE team will work in partnership with secondary CTE schools and Maine Community College Campuses to jointly develop and execute Program of Study Agreements. Secondary and postsecondary faculty will partner to identify program competencies a student will need to successfully transition into the professional/technical program(s) being aligned. Secondary and postsecondary faculty will consult their program advisory committees, to insure the program of study reflects the changes and demands on business and industry. (SEC. 2. PURPOSE (6))

3 paragraphs combined and some language removed – not pertinent to question

(c) How the State will support eligible recipients in developing and implementing Articulation Agreements between secondary education and postsecondary institutions

Articulation Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and Community College.
- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and State costs.

Role of the Institutions

The secondary career and technical education centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculty should partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to reevaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and college faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Articulation Agreement listing the student requirements needed to achieve the articulated credits. Instructors at the secondary and post-secondary levels will meet annually to review course competencies and amend the Articulation Agreement as necessary.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from articulation, all Community College admissions requirements must be met by the student.

The State will require that a contact/position will be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Enhanced Articulation Agreements, and Program of Study Agreements.

Types of Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled concurrently in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

A student has up to 3 years to take advantage of the postsecondary credits made available under an Articulation Agreement.

Enhanced Articulation defined

Enhanced articulation is an articulation that is a systematically planned process linking a secondary career and technical education school program to a postsecondary career and technical education system program. Unlike the articulation agreement which can be institution to institution the enhanced articulation is secondary career and technical education school to postsecondary career and technical education system. The postsecondary articulation will cross all Community Colleges which offer the like career and technical education program. The secondary programs will have to meet the requirements of the Community College system-wide articulation to qualify. Enhanced articulation agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits. By July 1, 2009, one enhanced articulation for each secondary and postsecondary recipient must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate.

Deleted information repeated from section on articulation

Time Consideration

A student has up to 3 years to take advantage of the postsecondary credits made available under an Enhanced Articulation Agreement.

Statewide Initiatives

State high school reform initiatives call for the creation of a seamless, PK-16 educational system which will enable students to move easily from secondary to postsecondary education. A Task Force developed several recommendations with specific strategies and action steps. The report was released in 2005. One of the suggested action strategies in the report was the expansion of the early college program. The recommendations included graduating all students ready for college and empowering all students to earn a college degree.

Maine's Commissioner of Education Susan Gendron has put forth a plan for an "integrated, seamless system of public education that guarantees that all students are prepared for career, college and citizenship" and she has been carrying that message to every part of the State and into every forum in which she participates. In order for that message to be understood by all Maine citizens, the Commissioner has proposed several goals as part of Maine's secondary school reform initiative. Goal 5 states: *Develop and implement a statewide campaign to build broad stakeholder understanding and commitment in support of secondary and post-secondary educational alignment/reform in Maine, and support with web-based models and tools for public engagement.*

That goal is being achieved in part through the creation of the Maine Readiness Campaign which began its marketing campaign in February 2007. The campaign is geared toward middle school students and provides information to them in a variety of media messages on the importance of postsecondary education for every career choice, regardless of the interest area.

Maine's CTE centers and regions, more and more, are becoming a feeder system to the Community College system. Currently there are some Articulation Agreements between secondary and postsecondary CTE.

(See explanation and template in Appendix A)

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients

The secondary CTE schools communicate their programs to parents and community members in several ways. All of the schools have booklets or brochures listing their programs and these are made available to students as they transition to high school. Most of the schools conduct open houses, usually during CTE week, so that the parents, businesses and community members can see first hand the program offerings available to students. The programs offered are listed on each school's website.

(e) The secondary and postsecondary technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in Career and Technical Education programs

All secondary and postsecondary CTE programs are required to have program advisory committees (PACs). These PACs at the secondary level are made up of business people who are employed in the trade for which the program provides skill training. These PAC members provide guidance to the program instructors regarding the skills and technology needed in order to keep the programs current with industry needs. Often businesses donate equipment to the schools, update technologic equipment, provide guidance on equipment purchase, or provide opportunities for students to visit businesses to work with specific pieces of equipment. Maine has developed a Live Work Policy which enables students to participate in actual, current labor practices.

See Appendix F

The Maine Community Colleges use their program advisory committees to:

- assess the needs of the community, region or State as related to program offerings;
- formulate recommendations for the improvement of instructions and facilities;
- assess program and course offerings as related to program objectives;
- assist in the alignment of the program(s) offered by the college with employment opportunities;
- assist in the development of long-range program goals;
- advise on revision of objectives for program(s) as warranted by study and/or evaluation;
- serve as an avenue of communication between the program and the public served; and
- evaluate annually the progress made toward established goals.

These committees are made up of representatives of the community that reflect gender, race, age, occupation, socioeconomic status, geographical location and other locally appropriate factors. There is a balance between large and small employers and membership includes:

- representatives of business, industry and labor;
- employees and employers in the occupations for which learning opportunities and/or training are provided;
- owners of small business;
- professional and technical people;
- students and graduates;
- business and industry associations/organizations;
- skilled workers, including self-employed persons; and

- individuals representing higher educational institutions to which students may transfer.

Schools also use local, State and federal dollars to purchase equipment that is needed. As programs become nationally certified, they must obtain specific pieces of equipment that are prescribed by the certifying authority and these pieces of equipment must be updated as required. A new funding formula based on the State's Essential Programs and Services (EPS) model is being developed for CTE. This formula will take into account the need for equipment, especially as it pertains to requirements under national standards. The decision has not yet been made as to how it should be weighted, but the goal is the encouragement of national standards through increased funding for equipment.

(f) The criteria the State will use to approve eligible recipients for funds under the Act (see the Local Planning Guidelines in Appendix C), including criteria to assess the extent to which the local plan will -

i. Promote continuous improvement in academic achievement

Maine will continue to promote academic achievement through implementation of its academic standards, the Maine *Learning Results*. The Commissioner will be implementing new rules for secondary courses and graduation requirements in the Fall of 2007. There will continue to be a statewide focus on academic achievement and the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. All students will adhere to the Maine's NCLB plan and its requirements for academic achievement.

ii. Promote continuous improvement in technical skill attainment

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment.

Maine will be piloting a NOCTI assessment in Building Trades in the Spring of 2007 and will evaluate other skill assessments before making a decision on what Maine will require for student technical skills assessment.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of

documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up.

The Maine Community College system uses a variety of assessment methods for academic and skill attainment:

1. For programs that have professional accreditation or certification standards for the students, national standards are the basis for assuring that students are acquiring valid and reliable skills. For these programs, the standards are reviewed and confirmed by peer reviews which provide feedback for improvement, if needed. Student success on licensure or certification exams demonstrates that the students have mastered valid material and their success on these exams demonstrates reliability of the learning outcomes.
2. For other programs, assessments are guided by various policies and procedures (e.g., Program Advisory Committees, established in accordance with Policy 306, Program Advisory Committees; Policy 302, Program Reviews; Policy 301, Program Planning and Discontinuance; and Policy 304, and Definition of Units of Credits and the associated Procedures). These policies and procedures are reviewed for reasonableness by the regional accrediting body, New England Association of Schools and Colleges (NEASC), Commission on the Institutions of Higher Education (CHIE) to assure that these are typical relative to peer institutions in the region. This regional accreditation review also looks at college policies and procedures, including student assessment techniques, to assure their reasonableness relative to peer institutions.

The Maine Community College system provides for:

1. Professional development of career and technical faculty assuring that these faculty members are knowledgeable of technical advancements in their field of teaching. These faculty members can then integrate the appropriate information into the curricula to assure that the students are receiving valid and technically current information.
2. Employer surveys are conducted on satisfaction with graduates hired, and graduate surveys are conducted on how well their program of study prepared the graduate for employment in their chosen field.
3. Student success in their studies/graduation after transferring to a baccalaureate program with documented achievement from the receiving institution required to be included in the Transfer Agreement. This is particularly important for CTE students who choose to pursue a baccalaureate program in their major or a closely related field.

iii. Identify and address current or emerging occupational opportunities

Secondary and postsecondary CTE schools have good relationships with the business community through the PACs (see page 20 (e)) and the school advisory

committees or cooperative boards which oversee all of the local CTE school programs, offerings and activities. The school advisory committee members keep the teachers and administrators apprised of industry needs. The CTE schools must address local, regional State economic development needs in their local CTE plans and update them on an annual basis. When a secondary CTE school proposes a new program, it must perform a needs assessment and it must convene a PAC and school advisory committee or a cooperative board to assist with the program development. This is required as part of the State's program approval process.

A member of the Maine Department of Education CTE team is the Commissioner's designee to the Maine Jobs Council which is Maine's Workforce Investment Act Board.

Information about Maine's economic development needs and new and emerging industries is available from the Governor's Economic Development Strategy which is on the website for Maine's Department of Economic and Community Development <http://www.econdevmaine.com> . The Maine Department of Labor posts comprehensive labor market information on its website www.maine.gov/labor . Both of these websites are easily accessible to the schools.

Representatives from the Maine Department of Education CTE Team, CTE directors, and postsecondary staff attend and participate in State and national conventions to attain information on current or emerging occupational opportunities.

(g) How programs at the secondary level will prepare CTE students, including special populations, to graduate from secondary school with a diploma

Maine's population does not have the critical mass to offer CTE programs through comprehensive high schools; rather, the current (and proposed) configuration allows access to CTE programs for all students in the State. Given this structure, the sending schools or high schools in the State are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content.

Because Maine's secondary CTE schools primarily deliver skill content, they must be in constant contact with high schools to support diploma requirements. Maine's secondary CTE programs have State standards that have been aligned to Maine's learning standards, the Maine *Learning Results*. There is ongoing communication between high schools and secondary CTE schools regarding diploma requirements. MDOE distributes updates on State mandated diploma requirements to secondary CTE schools. MDOE's literacy and numeracy initiatives strengthen the academic rigor in secondary CTE programs.

Maine will continue to honor and refine the Maine State Standards of Service to Special Populations (Revised 4/14/99) originally developed in compliance with Section 118 in Perkins II.

See Appendix G for revised Maine State Standards of Service for Students Who are Members of Special Populations

The document sets forth a comprehensive set of measures of access and standards of service for students from special populations; they were originally based on the language of Section 118 and on other relevant passages in Perkins II, revised and updated in conformity with new provisions in Perkins IV, and designed for use by local recipients in the development, monitoring, and evaluation of Perkins-funded programs.

This revised (Perkins IV-compliant) edition of the *Maine State Standards of Service for Students Who are Members of Special Populations* will be applied to the Planning Instructions for Local Applications for Assistance under Perkins IV. Since Perkins III, the State of Maine Department of Career and Technical Education Team has instituted a complete automated web-based reporting system for all of the Perkins reporting functions from the local education agencies including the sections on special populations and non-traditional students. The various specific Standards of Service are grouped under five general headings:

1. Equal Access;
2. Services for Students With Disabilities;
3. Services for Disadvantaged Students;
4. Services for Students Preparing for Nontraditional Training & Employment;
5. Planning, Monitoring, and Evaluation.

See Appendix G

(h) How such programs will prepare CTE students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities

A full range of quality career and technical education programs has been defined by the State Board of Education in the Criteria of Program Quality, adopted on December 8, 1993 and revised on April 14, 1999. These will be revised again during the transition year and included in the 5-year plan. Included are comprehensive, competency-based, and outcome-oriented specific occupational preparation and technical education programs, apprenticeship preparation and apprenticeship training programs, technical and professional preparation programs, youth apprenticeship/career internship programs,

cooperative education, and career preparation programs which are offered at secondary CTE schools.

Grantees are required to adhere to the requirements of the *Maine State Standards of Service for Students Who are Members of Special Populations*.

Maine secondary CTE schools offer quality career and technical education services, and activities include: affirmative outreach and recruitment; enrollment, assessment, and placement; membership in a career and technical student/youth leadership organization; and comprehensive career guidance and counseling.

A partnership among the sending school guidance department, special education staff, other appropriate sending school staff, and the student services personnel at the CTE school will provide assessment and career guidance, career development, and career counseling services to students who are members of special populations with particular emphasis on their prospects for successful program completion and entry into the world of work.

Comprehensive information on the educational and employment opportunities represented by career and technical education, and on the requirements and procedures for enrollment, will be made available to all Maine students and their parents. Career and technical education providers will offer information and enrollment assistance, in an appropriate and accessible form, to any prospective student of any age. This information may be accessed by the sending school guidance department personnel, other appropriate sending school staff, and the student services personnel at the CTE school. Students and families may access additional information at www.schoolswork.org and the individual CTE school websites.

(i) How funds will be used to improve or develop new CTE courses

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended**

The initial Stakeholder Group that convened in 2005, focused on prioritizing the use of funds and identified five categories on which Perkins funds should be expended based on the discussion of the topics listed below:

- Program Improvement
 - Integration of academics
 - Promotion of literacy
 - Skill standards development including nationally recognized skills standards
 - Skill assessment development
- Support of Local Action Plans

- Support of Early College Programs—articulation, dual enrollment, career pathways
- Support of nontraditional programs/activities
- Support of entrepreneurship program development

The 2006 Stakeholder Group convened on December 20, 2006, added “Promotion of numeracy” to the “Program Improvement” list above. It is important to note that services for special populations are embedded in all of the categories as integrated components, not as stand alone programs.

Perkins funds will be used to support these initiatives for existing programs. The above list also will create a focus for new programs schools wish to develop based on local and State needs assessment, student interest, and local school and program advisory committee recommendations. Any new programs also must align with the economic development needs of the State, region and/or locality.

The sending schools are responsible for the academic requirements of the No Child Left Behind Act and assuring that students meet academic standards.

Maine has cross walked program standards with the Maine *Learning Results* to insure that programs are aligned with rigorous and challenging academic content and standards. Schools developing new programs will be required to identify and align with appropriate technical and academic standards.

The State is developing a new plan for programs of study which will incorporate academic and technical skill standards.

Refer to A. 2 (a, b) pages 15-16

ii. At the postsecondary level that are relevant and challenging

The colleges of the MCCS are now accredited through the Commission on Institutions of Higher Education (CIHE). Each program offered by the MCCS must meet the rigorous CIHE standards, which combine both academic and technical courses in order to produce a well educated and skillfully trained Maine citizen. As a System, the Maine Community Colleges work to:

- Ensure that graduating students are successful in obtaining certification and/or licensure in their field of study as required for employment.
- Ensure faculty members are encouraged to achieve higher levels of academic credentials.
- Emphasize the mission of the Community Colleges in the MCCS and the importance of occupational education aimed at a more highly credentialed workforce. (At least 80% of programs of study offered at each college will be occupational.)

iii. That lead to employment in high-skill, high-wage, or high-demand occupations

Connections with the Maine Department of Labor, the Maine Jobs Council, The Maine Department of Community and Economic Development, and local program advisory committees will provide the data needed to direct Maine schools in developing programs leading to high-skill, high-wage, or high demand occupations.

(j) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement

Maine has combined the Tech Prep funds with the basic State grant funds and will not be awarding funds under Title II. However, there is a CTE state website, www.schoolswork.org, on which there are descriptions of promising practices. The schools are familiar with the website and use it regularly to obtain information. The State will facilitate another round of professional development, May 2007 through June 2008, focusing on promising practices.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and the postsecondary level in a manner that increases student academic and technical achievement

Program of Study defined

A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study should be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to Maine *Learning Results (MLR)* and No Child Left Behind (NCLB) accountability measures. Each secondary and postsecondary institution is required to have one program of study by July 1, 2009.

Department of Education cross-team work was started with 3 CTE team members included in the previously established Department wide literacy and numeracy groups. The Maine Career and Technical Education team has recently formed a new team (PK-20 Team) with the Maine Department of Education academic consultants. As of March 27, 2007, Career and Technical Education consultants and academic consultants will work together to provide guidance and technical assistance for stronger, integrated technical and academic skills for students.

The State will require that a contact/position will be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Enhanced Articulation Agreements, and Program of Study Agreements.

(I) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs in order to adequately evaluate the extent of such integration

- Continue Comprehensive School Reviews – secondary schools
- Local Plan review
- Continue program reviews
- School liaisons
- Continue the MCCS Board’s process for program review

Continue Comprehensive School Reviews – secondary schools

Maine conducts in-depth Comprehensive School Reviews. Each school conducts a self-study the year prior to the Department of Education visit. The review typically extends over 4 days with a team of State consultants and representatives from the field visiting the CTE school. The team looks at programs, curriculum (including rigor, academic integration, postsecondary articulation), instruction, assessment, equipment, facilities, school climate, community involvement, etc. A written report is provided to the school with commendations and recommendations for improvement. The State has a schedule for site reviews and this year will develop a 2-year and a 5-year follow-up review cycle for every school. Those schools that have elected to be accredited by The New England Association of Schools and Colleges (NEASC) may continue this process with the proviso that a member of the Career and Technical Education team at Maine Department of Education be included as a member of the visiting committee.

Local Plan review

Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. The local plans must meet all elements of a checklist that has been developed for plan reviews. In addition there is a desk audit that is required annually for all schools, including CTE schools. Maine has developed a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan’s proposed expenditure of funds.

Continue program reviews

All secondary CTE program proposals must go through an intensive program review process and approval prior to implementation. Programs must meet the elements of Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, before they are approved. This document will need revision in order to address the new State standards and the new requirements under Perkins IV.

School liaisons

CTE consultants from the Department are assigned 3 to 4 schools each and are liaisons between the Department and the schools. They have ongoing connections with the schools and programs in their service areas.

MCCS Board's process for program review

The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment to attain the highest quality of education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each college shall annually apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a 5-year cycle. (MCCS Policy 302, Program Reviews)

The process of program review is conducted by a sub-committee of the MCCS Board of Trustees. Faculty and administration of each program complete a self-study that reports on program information, student data, post graduation information, program success, and recommendations. This self-study is reviewed by the education sub-committee of the MCCS Board of Trustees. The self-study report is affirmed by interviews with faculty and administrators. The education sub-committee issues its findings to the MCCS Board of Trustees.

II. A. 3-7 These are not required in the State Transition Plan, they will be addressed in the 5-year plan.

II. A. 8. How the State will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

- Continue assistance with standards development at the secondary and postsecondary level (national and State)
- Continue assistance with skill assessment development
- Continue assistance with program development
- Continue assistance with literacy, numeracy and academic integration
- Provide assistance for Statewide Articulation, Enhanced Articulation and Program of Study Agreements as defined in II A. 2.(c)
- Conduct training sessions on the operation of the Maine online Perkins application and reporting system as well as on the changes in the law, and the development of local plans.

The State views technical assistance to the centers and regions as a high priority, both under State administration and under State leadership. In light of the proposed changes in the Maine *Learning Results* and the Governor's restructuring initiative technical assistance services to the centers and regions in the areas listed will continue using the

skills and expertise of the 8 consultants on the Department CTE team. The services of the academic consultants will be used as appropriate. In the last 2 years, Maine CTE has partnered with the Department's Center for Educational Transformation (CET) in their work to support secondary education reform. Our CTE schools are benefiting from the professional development opportunities in literacy offered by this group. Maine has developed a web-based application and reporting system for the local educational agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds. The online grant system will be changed to reflect the changes in the Perkins legislation and the CTE team will conduct training sessions on the operation of the online system as well as on the changes in the law, and the development of local plans.

Standards development

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine also will update State standards in program areas for which there are no national standards. To increase academic achievement, Maine CTE and the Department will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. The CTE consultants and a contract with the Center for Educational Development at Southern Maine Community College will move this work forward.

Skill assessment development

Work will continue this year on identifying skill assessments. The Maine Administrators of Career and Technical Education (MACTE) and the CTE team have been convening groups of CTE content area teachers to discuss national standards and come to agreement on which national standards they are or will be teaching and how those standards will be assessed. These discussions include postsecondary instructors, whenever possible. It is important to have postsecondary representation since most of the national standards are too comprehensive to be taught exclusively at the high school level. Maine will determine which assessments are most appropriate for the secondary level whether they be NOCTI (Maine will be piloting a NOCTI assessment in building trades in the spring of 2007), other national assessments, or locally developed assessments.

Program development

All secondary CTE programs must go through an intensive program review process and approval prior to implementation. Programs must meet the elements of the Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, before they are approved. The CTE team provides ongoing technical assistance to the local schools as they complete the applications for new programs. This assistance will be ongoing. Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, will need to be reviewed and revised to reflect the new requirements of Perkins IV. Once the document is revised, the CTE team will conduct workshops on the use of the new criteria.

CTE consultants from the Department are assigned 3 to 4 schools each and are liaisons between the Department and the schools. They have ongoing connections with the schools and programs in their service areas and also provide technical assistance with new program development.

Maine conducts in-depth school reviews. This is a 4-day process during which a team of state consultants and representatives from the field review a CTE school. The team looks at programs, curriculum (including rigor, academic integration, postsecondary articulation), instruction, assessment, equipment, facilities, school climate, community involvement, etc. While this process is primarily for evaluative purposes, it could highlight the need for changes in programs or for the need for new programs. Technical assistance is provided by Department consultants to the schools as they work on the self-study prior to the review visit and work on the school improvement recommendations made during the review.

Those schools that have elected to be accredited by New England Association of Schools and Colleges (NEASC) they may continue this with process with the proviso that a member of the Career and Technical Education team at Maine Department of Education be included as a member of the visiting committee.

MCCS Board's process for program review

The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment to attain the highest quality of education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each college shall annually apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a 5-year cycle. (MCCS Policy 302, Program Reviews)

The process of program review is conducted by a sub-committee of the MCCS Board of Trustees. Faculty and administration of each program complete a self-study that reports on program information, student data, post graduation information, program success, and recommendations. This self-study is reviewed by the education sub-committee of the MCCS Board of Trustees. The self-study report is affirmed by interviews with faculty and administrators. The education sub-committee issues its findings to the MCCS Board of Trustees.

Literacy, numeracy and integration

For the past two years the MACTE has set literacy as a priority for professional development. CTE directors in many schools have instituted testing for the lexile levels of their students and their textbooks and have worked with their students to increase literacy levels.

Through the NGA, grant the CTE team worked with 2 consultants to assist CTE teachers with developing lessons using literacy strategies in the CTE content areas. Thirteen teachers from 6 of the CTE schools were trained as literacy mentors. Teacher guides were developed and given to all CTE schools to provide templates for using literacy strategies in the CTE content areas. In addition there were 3 statewide workshops for CTE teachers, 1 during the summer and 2 in the fall, where teachers learned literacy strategies. These sessions were very well attended and there is a great deal of interest in the next round of mentor training. Those teachers who took part in the mentor training and the workshops have noticed the benefit of implementing the literacy strategies. Their students are improving in their comprehension of CTE material.

This year's literacy mentor initiative will be a repeat of last year's. Once that is completed, literacy initiatives will be an integrated series of workshops for CTE and academic teachers together in partnership with MDOE's Center for Educational Transformation (CET).

Two workshops were offered by the Department of Education's CET in February 2007 for literacy leaders, coaches and mentors. This included literacy coaches, specialists and CTE literacy and academic support teachers. Cross-Department workshops for teachers are planned for Summer 2007 and beyond.

The Department of Education is beginning a numeracy initiative, as noted earlier. Maine CTE is working with the cross-Department numeracy initiative committee which has developed a plan of work with teachers around the issues of numeracy in secondary education. Two CTE staff members are members of the Department's numeracy initiative committee. The Education Development Center of Newton, Massachusetts is involved with the Department's numeracy committee and this group is currently researching best practices in CTE and numeracy. Their work will help to advise us on the next steps.

The Center for Resource Management (CRM) consultants also identified models and promising practices in literacy, academic integration, and coaching in 9 CTE schools (one-third of Maine's CTE schools). These promising practices were showcased during the CTE statewide professional development conference in October 2006. The sessions were filled to overflowing. Due to the overwhelming interest in these practices, there will be regional "how-to" sessions in May of 2007 for interested teachers as well as follow-up with the original 9 to help them take the next steps. Following the May events, there will be another call for promising practices. This is planned for the Fall of 2007. The models for Promising Practices are being posted on the CTE web site, www.schoolswork.org so that schools that have not been working on these initiatives will have another source for information on "how to" implement these practices.

Perkins Technical Assistance

Maine DOE will conduct training sessions in cooperation with the Maine Community College System on the operation of the Maine online Perkins application and reporting system, as well as on the changes in the law, negotiation of core measures required by the CAR report, and the development of local plans.

II.A.9-11 These are not required in the State Transitional Plan. They will be addressed in the 5-year State Plan.

II. B. Other Department Requirements

1. A copy of the local applications is attached in Appendix C
2. A copy of the organizational chart of the Maine Department of Education is attached in Appendix I.

This chart could change during the transition year depending on the outcome of the legislation submitted by the Governor that would establish Regional Learning Communities. Any updates to the chart will be attached to the 5-year plan.

The State Board of Education is the eligible agency which has jurisdiction over Career and Technical Education programs in Maine. It must meet quarterly, at a minimum, to review updates on the CTE budget and on the progress of the implementation of the State Plan. It has designated the Career and Technical Education (CTE) team, a sub-team under the PK-20 Team, as the staff for administering the programs under the Perkins IV Act. The Maine Department of Education CTE team is currently under the direction of the team leader of the PK-20 Team with CTE and includes both consultants and support staff.

Postsecondary programs operate under the Maine Community College System's Office of Federal Programs. The Community College System is the grantee for postsecondary Perkins funds. There are 7 Community College campuses across the State, several of which have satellite campuses to provide greater access to program offerings.

Career and Technical Education is available to all secondary students in Maine through a statewide network of 27 CTE centers and regions. Twenty-six of the 27 regions and centers are identified as meeting the size, scope and quality definitions of the Perkins Act. The only center that does not meet the definitions is part of a consortium with one of the centers. The major difference between the centers and regions is their governance. The CTE centers are governed by the local school board while the regions are governed by a cooperative board made up of superintendents and school board members from the sending school administrative units. This could change depending on the outcome of the pending legislation, and will be updated in the 5-year plan.

3. Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. As part of the 5-year plan Maine postsecondary CTE schools will collaborate with the Local Workforce Investment Board. The Maine Jobs Council is currently working on memorandums of agreement with Maine's Community Colleges concerning collaboration agreements. It is required in the local plan that the Community Colleges describe their involvement with their local Workforce Investment Board.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. **Describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations.**

- (a) **Will be provided with equal access to activities assisted under the Act.**

Equal access to a full range of quality Career and Technical Education programs, services and activities will continue to be provided to all secondary and postsecondary students in the State of Maine, including members of special populations and members of State target groups. Members of special populations and target groups shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities.

Members of special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and,
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

CTE secondary and postsecondary schools are required to follow the guidance provided in *The Maine State Standards of Service for Students Who Are Members of Special Populations*.

See Appendix G

Quality career and technical education services and activities include: affirmative outreach and recruitment; enrollment, assessment, and placement; membership in a career and technical student/youth leadership organization; and comprehensive career guidance and counseling.

Assessment and career guidance, career development, and career counseling services are provided to CTE students who are members of special populations by professional counselors specializing in services to special populations, with particular emphasis on their prospects for successful program completion and entry into the world of work. CTE instructors participate in local Pupil Evaluation Team (PET) meetings to assist in the development of Individual Education Plans (IEP) for CTE students or for students about to be enrolled in CTE.

Comprehensive information on the educational and employment opportunities represented by career and technical education, and on the requirements and procedures for enrollment, is made available to all Maine students and their parents no later than the beginning of the 9th grade. Career and technical education providers offer information and enrollment assistance through the individual schools' websites, program offering guides, and local school guidance offices to any prospective student of any age.

(b) Will not be discriminated against on the basis of their status as members of special populations

Members of special populations shall not be discriminated against in any way. Students with disabilities enrolled in CTE programs shall be afforded all the rights and protections guaranteed under the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Maine continues to carry out Methods of Administration (MOA) reviews of both the secondary and postsecondary CTE schools to insure compliance with all affirmative action, Americans with Disabilities Act, Title IX and other federal requirements providing for non-discrimination. Maine has developed a plan for MOA monitoring civil rights compliance in career and technical education. An MOA Team exists within the Department. This group is composed of representatives from within the Department and is chaired by the MOA Coordinator.

The MOA Team is responsible for: providing technical assistance to administrative and supervisory personnel at all levels of the recipient institutions in order that they can comply with the provisions of the law; establishing the procedures which assure compliance with the provisions of the law; and carrying out monitoring in the institutions that offer vocational programs and receive federal funds.

Annually, 20% of Maine's secondary and postsecondary institutions that offer career and technical education programs and receive federal financial assistance are selected for an on-site review. Reviews are also scheduled due to any or all of the following reasons listed below:

- Information obtained from complaints presented by parents, students, and civil rights groups relating to possible noncompliance.
- Knowledge by the Department of Education of practices that could result in noncompliance.
- Information from the Maine Attorney General's Office and the Office of Civil Rights, in which problems of discrimination has been indicated.
- Information that reflects gender, race, national origin, or handicap disproportion in enrollment in vocational courses.

On-Site Review

On-site review consists of a visit to the institution and interviews with the superintendents, principals, directors, guidance counselors, teachers and students, as well as classroom observation, review of records, and tours of the physical plant and grounds to assess the institutions compliance with federal civil rights statutes in the career and technical education programs offered by the institution.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the State will prepare special populations for further learning and for high-skill, high-wage, or high demand occupations

Deleted first paragraph in original, it did not address the statement above.

CTE programs, services, and activities for students with disabilities, and students who are economically disadvantaged are provided for in the least restrictive environment possible. In addition, a full range of supplementary services are made available to facilitate enrollment and success of students with disabilities in regular CTE programs consistent with their Individual Education Plans (IEPs) including:

- curriculum and assessment equipment and classroom accommodations
- special support personnel and services
- special instructional aids, devices and systems

Nontraditional Training and Employment

The career and technical education community continues to support efforts to move toward gender balance in occupational choice.

Under ideal circumstances, the percentage of students of each gender enrolled in individual career and technical education programs would approximate the percentage of students of each gender enrolled in its sending schools. Short of that, the percentage of students of each gender enrolled in each career and technical education facility would approximate the percentages of each gender enrolled in its sending schools. In addition, the percentage of students of each gender enrolled in each career and technical education program would approximate the percentage of workers of each gender represented in the labor market.

Maine will retain its sex equity coordinator. This position (MOA Coordinator) also serves as the team leader for the Methods of Administration site review process described above, which is one of the tools used to foster gender equity in Maine schools. Maine will continue activities at and through the secondary CTE schools which provide the opportunity for nontraditional students to explore nontraditional careers and provide support for students who choose to enroll in nontraditional programs. Maine has offered

awareness programs such as the “Totally Trades” days for high school girls. This has been a very successful event in terms of student interest.

The campuses of the Maine Community College System employ gender equity coordinators. This staff is responsible for recruitment of nontraditional students and support for them once they are enrolled. This support might be in the form of counseling or convening support groups, or seminars in how to handle problem situations. Often the gender equity coordinators will also provide support after students have completed their programs and are placed in jobs.

Correctional Career and Technical Education

Maine will continue to utilize 1% of the Perkins State Leadership funds for State institutions. The funds will be used to support the development of CTE programs of study at Maine’s 2 correctional facilities for youth in South Portland (Long Creek Youth Development Center) and in Charleston (Mountain View Youth Development Center). The State will use the transition year to fully define the parameters of this work.

Adult Learners

Maine Adult Education may provide services to adults in collaboration with the Community College System and also through a range of adult education programs.

Maine has developed the College Transitions Program which was initially funded through a grant from a private foundation. This program pays for adult education classes to assist adults in going back to school. The Governor’s budget for this biennium contains funding to expand that program to 30 adult education sites throughout the State. This is an excellent opportunity to encourage adult education programs to collaborate with the Maine Community College System. This can be the model for the development of adult education agreements between the two entities—adult education providing the prerequisite courses and the colleges providing the CTE courses leading to a certificate or a degree. While adult education is not an eligible recipient under Perkins IV, the colleges can contract with adult education to provide these services to students in their programs who are interested in CTE.

The Department of Education will encourage the Maine Community College System campuses to broaden their contractual relationships with adult education programs to form agreements leading to a certificate, diploma or associate degree.

IV. ACCOUNTABILITY AND EVALUATION

See Appendix B for description of the negotiation process

- A. 1. Describe the procedures used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for CTE students at the secondary and postsecondary levels as well as for any other additional indicators of performance identified by the eligible agency.**

A Stakeholder Group met in the summer of 2005 and again in December 2006 to begin the process of developing the Perkins IV plan and the accountability definitions and approaches for the core indicators of performance. Eligible recipient groups were members of each of these meetings. The establishment of measurement definitions was part of the discussion at each of these meetings.

Eligible recipient groups were part of the Stakeholder Group that met again on February 7, 2007 to review the transition plan and to participate in a discussion around further identification of the measurement definitions for secondary and postsecondary core indicators. Discussions with Community College representatives and review of current secondary and postsecondary data have provided guidance in establishing definitions and core indicators of performance for the transition year.

See Appendix F

A. 2 Describe the procedures used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels

Secondary levels of performance were discussed at the February 7, 2007 Stakeholder meeting and suggestions were made by the group. However, Maine changed its vehicle for the measurement of academic achievement from the Maine Education Assessment Test to the SAT/Maine Initiative which was administered for the first time in Spring 2006, and required of every 11th grade student as the measure of academic achievement. Maine also has changed its definition of graduation rate to that which is suggested by the National Governors Association. The data for Maine during the transition year will need to be reviewed carefully; and recent changes may require some adjustments.

The MCCS has collected achievement data from each of its 7 colleges to be used to establish preliminary benchmarks and levels of performance. As this data required that the colleges literally “go back in time”, it is not as consistent as the data will be as we move forward. The postsecondary administrator of Perkins funds will use the collected information to negotiate levels of performance with each college (postsecondary eligible recipients) and with the Maine Department of Education.

See Part C Accountability Forms

A. 3 Identify the valid and reliable measurement definitions and approaches that State will use for each of the core indicators of performance and describe how the State’s proposed definitions and measures are valid and reliable.

The national tests that Maine uses to identify academic achievement at the secondary level have been reviewed for validity and reliability by the vendors of the national tests. The SAT/Maine Initiative, which every 11th grade student is required to take, was

reviewed for alignment with Maine's learning standards, the Maine *Learning Results*. Some of Maine's secondary and postsecondary CTE programs are aligned with nationally recognized skills standards. The secondary technical skills assessments used by the organizations that offer national skill tests also have been reviewed for validity and reliability, as have the NOCTI tests. Should Maine identify other skill assessments, the validity and reliability of those will be established.

A. 4 Describe how, in the course of developing core indicators of performance and additional indicators of performance, the State will align the indicators to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or any other purpose, is used to meet the Act's accountability requirements.

All students in Maine are assessed under the NCLB requirements so the academic testing for CTE students is the same as for non-CTE students. A Maine Department of Education staff sits on the Maine Jobs Council (MJC) as well as on its executive and policy committees. The Maine Jobs Council serves as the State Workforce Investment Board. Additionally, the chair of the MJC is the vice-chair of the State Board of Education.

The Maine Department of Education CTE Team is a part of a larger PK-20 Team which has a standing meeting twice a month. When the PK-20 Team meets there is opportunity to share the work of each smaller team and discuss common or overlapping work with other Department of Education consultants and the current projects and activities of each group. The opportunity for discussion of common initiatives and the need to share overlapping data is often the main focus of these meetings.

The Maine Department of Education has developed a local online grant application system for all federal grant programs. All federal grant applications are submitted by local school administrative units on this system to avoid duplication and to align common goals.

The Maine Department of Education, with input from the eligible recipients in the State, shall identify valid and reliable State levels of performance for each of the core indicators required by Section 113 of the Carl D. Perkins Act for CTE activities authorized under Perkins IV. All local levels of performance will be expressed in a percentage or other numerical form, so as to be objective, quantifiable, and measurable. These levels of performance will be determined by conducting an analysis of State and national data from a broad variety of sources, including NCLB, the Maine Department of Labor, the National Student Clearinghouse (if possible,) and MDOE and MCCS.

The Maine Department of Education will provide supporting documentation for the performance levels it develops, including:

1. A description of the methodology used to arrive at the proposed levels; and
2. How these performance levels promote continuous improvement in CTE education as measured by the core indicators.

The Maine Department of Education will work with the Secretary of the U.S. Department of Education to develop mutually agreeable levels of performance for the 2-year negotiated period. Once the levels of performance are agreed upon, the Maine Department of Education will include the negotiated levels of performance in its State Plan.

Subsequently, the Maine Department of Education shall identify levels of performance prior to the 3rd and 5th program years covered by the State plan. These levels will take into account how other similar states have performed on their levels and how much Maine's performance has improved in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in section 113 (3) vi the Maine Department of Education may request that the State levels of performance agreed to under section 113 (3) iii or section 113 (3) iv be revised. This in turn may change the suggested local agreed upon levels of performance. The U.S. Department of Education shall provide objective criteria and methods for making such revisions to the State agreed upon performance levels.

A. 5 Provide the performance levels on the forms in Part C

As of Spring 2006, Maine changed its measurement of academic attainment under NCLB from "meets or exceeds" on the Maine Education Assessment (MEA) to "meets or exceeds" on the SAT/Maine Initiative for grade 11. The baseline data for reading comes from this assessment. The mathematics portion was also administered but will be augmented in the Spring 2007 assessment and there will be new baseline data for that year. Maine also has changed its definition of "graduation rate" to the one supported by the National Governors Association and there is no baseline data for that this year. Baseline data will be available for the 5-year plan.

See Part C Accountability Forms

A. 6 Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

A. 7 The State must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

The Maine Department of Education will provide the State levels of performance to the eligible CTE schools and postsecondary schools in Maine, and each eligible recipient will either accept those performance levels for itself or will negotiate with the Maine Department of Education (if secondary) or the MCCC Director of State and Federal

Programs (if postsecondary) to develop its own local performance levels. All local levels of performance will be expressed as percentages.

For the secondary schools, the Academic Attainment indicator will be determined by Maine's Annual Measurable Objectives (AMOs) from the State ESEA accountability notebook for NCLB. (ESEA, section 1111(b)(2)(G)) These measures are required by NCLB for secondary education, and they will also be required for the Perkins academic accountability.

If an eligible recipient wants to negotiate a change in any other indicator, it shall provide justification for the change, which shall include at a minimum the following information:

1. The rationale for the change from the State levels;
2. What methodology the school wants to use to measure the indicator; and
3. How this change will promote continuous improvement in CTE education as measured by the core indicators.

The Maine Department of Education will review the school's documentation and will negotiate with the school to develop mutually agreeable performance levels.

Once the levels of performance are agreed upon, each eligible recipient will include the negotiated levels of performance in its local plan.

All levels of performance will require the eligible recipient to make continuous progress toward the goal of improving education for CTE students as measured by the core indicators.

Each eligible recipient shall identify levels of performance for each of the first 2 program years covered by the local plan.

Subsequently, each eligible recipient shall identify levels of performance prior to the 3rd and 5th program years covered by the local plan. These levels will take into account how other similar eligible recipients have performed on their levels and how much the recipient's performance has created continuous improvement in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in section 113 (3) vi the Maine Department of Education may request that the State levels of performance agreed to under section 113 (3) iii or section 113 (3) iv be revised. This in turn may change the suggested local agreed upon levels of performance. The U.S. Department of Education shall provide objective criteria and methods for making such revisions to the State agreed upon performance levels.

A. 8 The State must describe how the State will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special

populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that the State reports to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Maine has developed a statewide data system, the Maine Electronic Data Management System (MEDMS) for gathering and reporting data for NCLB. Each student is assigned a unique identifier. Maine is in the process of upgrading the student data management system to include career and technical education data. This system will be revised this year and will include the data elements needed for accountability under Perkins. We currently use the Maine 116 report to collect student information on the core indicators and the Maine 121 report to collect information on CTE programs. These reports are generated from the current State of Maine data system and housed with the data management system at Maine Department of Education.

Maine CTE has a consultant who works with the MEDMS consultants to ensure that the CTE data collected is complete, accurate, and reliable.

The MCCS is currently developing a data structure to gather and report on the necessary criteria. This process has been tedious, but the reported data as we move forward will continue to improve and become more accurate and reliable.

A. 9 The State must describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Maine does not have any consortia receiving grants under Perkins.

A. 10 The State must describe how the State will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the State is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Maine will continue its current form of program evaluation to ensure that programs are providing rigorous, coherent content aligned with challenging academic standards. Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. The local plans must meet all elements of the online grant system that has been developed for plan reviews. In addition, there is a desk audit that is required annually for all schools, including CTE schools. Maine has developed a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds.

All secondary CTE programs must go through an intensive program review process and approval prior to implementation. Programs must meet the elements of the Maine State Regulation 232, Standard Criteria for Maine Secondary Vocational Programs, before they are approved. This document will need revision in order to address the new state standards and the new requirements under Perkins IV.

CTE consultants from the Department are assigned 3 to 4 schools each and are liaisons between the Department and the schools. They have ongoing connections with the schools and programs in their service areas.

Maine conducts in-depth school reviews. This is a 4-day process during which a team of State consultants from CTE and people from the field review a CTE school. The team looks at school goals, expectations, leadership/management, staff development, student services, programs, curriculum (including rigor, academic integration, postsecondary articulation), instruction, assessment, facilities, school climate and affirmative action, and community/school relations. The State has a schedule for site reviews through 2013 and this year will develop a 5 year mini-review cycle for each school. Those schools that have elected to be accredited by New England Association of Schools and Colleges (NEASC) may continue the NEASC process with the proviso that a member of the Career and Technical Education team at Maine Department of Education be included as a member of the visiting committee.

Deleted paragraph – redundant information

Additionally, there is Department of Education representation on the Maine Jobs Council which is the State Workforce Investment Board. This Council has reviewed and commented on past Perkins State Plans and will do so again next year.

The Board of Trustees of the MCCC recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment: to attain the highest quality of education and service; to ensure coordination with and non-duplication of programs offered by secondary CTE; to ensure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each college will annually apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a 5-year cycle.

B. Other Department Requirements

- B. 1 Except as noted above with respect to the States submitting one-year transition plans, the State must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2)**

See Part C Accountability Forms

- B.2. The State must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

All program areas, and therefore 100 percent of the students, currently engage in local, State, and/or national technical skill assessments with local, State, and/or national level certification where applicable.

The State will be piloting the NOCTI assessment for building trades with a representative group of building trades programs this year. A recommendation will be made as to which programs may appropriately use NOCTI tests as a way to assess students' technical skill attainment.

Some program areas, under the direction and guidance of CTE school directors, are examining nationally recognized skills standards and may adopt the standards and the student assessment of those standards. Some of the CTE programs are currently nationally certified, teach to national standards, and use the national assessments to determine skill attainment. If the State decides to use the NOCTI for its assessment, it would accept the national standards assessments in lieu of the NOCTI since many of the national assessments are developed by NOCTI and would be comparable.

V. TECH PREP PROGRAMS

Maine has opted to combine the tech prep funds with its basic state grant and, therefore, will not be required to complete this section. Tech prep activities will be infused throughout the activities outlined in II. A.

VI. FINANCIAL REQUIREMENTS

- A. 1 The State must describe how the State agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or**

career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Formula allocations

The split between secondary and postsecondary will continue to be 50%-50%. Maine has elected to combine its tech prep funds with its basic state grant. Under Perkins III, the tech prep funds were given to the Maine Community College System to carry out the activities under Title II. Now that the funds are combined, each system will be responsible for tech prep activities. Since the onus is on both secondary and postsecondary, equally, to improve programs, adopt standards, and develop statewide Articulation Agreements and CTE Program Of Study Agreements, it is logical that each would have half the funds to support its activities.

The funds will be distributed to the local eligible recipients at the secondary level by the formula described in the Act:

- 30% of the funds will be distributed to the 26 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
- 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site.

The funds at the postsecondary level will be distributed to the 7 colleges by formula based on Pell Grant Awards, TANF recipients and U.S. Census data:

- 60% - Pell Awards (reported by colleges)
- 10% - Poverty Status (from U.S. Census)
- 10% - TANF Recipients (from Maine Department of Health and Human Services)
- 10% - Handicapped (from U.S. Census)
- 10% - Minority (from U.S. Census)

State Administration: Maine will use the funds allowed under the Act and the required 100% State match to administer the Act, including developing the State Plan, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with all applicable federal laws, strengthening the academic and CTE skills of CTE students, developing State data systems to meet the accountability requirements, and providing technical assistance. It will be used to support the State administration and fiscal management by the CTE team and the State Director for CTE.

State Leadership: These funds will be used to carry out allowable activities under State leadership, including technical assistance, program quality assessment, technology enhancement, professional development, program improvement, education-business-community partnerships, and programs for special populations.

Nontraditional Training and Employment: Maine will retain its sex equity coordinator. This position also serves as the team leader for the Methods of Administration site review process which is one of the tools used to foster gender equity in Maine schools. Maine will continue the activities which provide the opportunity for women and girls to explore nontraditional careers and which provide support for those women and girls who choose to enroll in nontraditional programs.

Correctional Career and Technical Education: Maine will continue to utilize the 1% for State institutions. The funds will be used to support the development of CTE programs of study at Maine's 2 correctional facilities for youth in South Portland (Long Creek Youth Development Center) and in Charleston (Mountain View Youth Development Center).

8.5% Reserve Funds: Maine will distribute the 8.5% funds (10% of the 85% portion of the local funds) by formula, with 50% to secondary and 50% to postsecondary. The funds will be used as follows:

- Curriculum Resource Center of Maine
- Daycare and transportation
- Gender equity
- Center Career Development
- CTE Strategic Plan implementation
- NOCTI pilot
- Literacy/testing levels research
- Literacy mentor training
- Numeracy training
- Innovation grants

The grant recipients will meet one or more of the four criteria established by law:

1. rural areas
2. areas with high percentage enrollments in CTE
3. areas with high numbers of CTE students
4. communities negatively impacted by the secondary formula

A. 2 The State must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

See Budget Forms Part B and Appendix H

A. 3 The State must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

See Budget Forms Part B and Appendix H

- A. 4 The State must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

The State of Maine is combining its Tech Prep funds and will not form consortia.

- A. 5 The State must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]**

The State of Maine is combining its Tech Prep funds and will not form consortia.

- A. 6 The State must describe how the State will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

The State of Maine is using the federally defined formula for Carl D. Perkins distribution and any changes to school district boundaries will be reflected in the required data used.

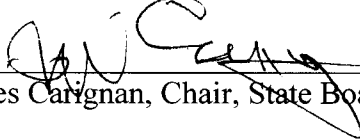
- A. 7 The State must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

The State of Maine is not using an alternative allocation formula.

VII. A. EDGAR CERTIFICATIONS

- (a) The Maine State Board of Education is the agency of the State of Maine eligible to submit the State Plan for Career and Technical Education.
[20-A MRSA §8306(1)]
- (b) The State Board of Education has authority under State law to perform the functions of the State with respect to the Carl D. Perkins Career and Technical Education Improvement Act [20-A MRSA §405(3)(Q)]
- (c) The State of Maine legally may carry out each provision of the plan.
- (d) All provisions of the plan are consistent with State law.
- (e) The Chair of the State Board of Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [20-A MRSA §405(7)] *[Note: Maine requests that the U. S. Department of Education continue sending the grant award documents directly to the State Director of Career and Technical Education.]*
- (f) The Chair of the State Board of Education has the authority to submit the plan.
- (g) The State Board of Education adopted and formally approved the plan on April 11, 2007.
- (h) The plan is the basis for State operation and administration of the program.

The above certifications are in accordance with Section 76.104 of the Education Department General Administrative Regulations (EDGAR)

By: 
James Carignan, Chair, State Board of Education

Date: April 11, 2007

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2007)

Based on federal funding received July 1, 2006-June 30, 2007

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$5,811,469
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$525,905
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$6,337,374
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$5,386,768
1. Reserve (<i>not more than 10% of Line D</i>)	\$538,677
a. Secondary Programs (50% of <i>Line D</i>)	\$269,339
b. Postsecondary Programs (50% of <i>Line D</i>)	\$269,338
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$4,848,091
a. Secondary Programs (50% of <i>Line D.2</i>)	\$2,424,046
b. Postsecondary Programs (50% of <i>Line D.2</i>)	\$2,424,045
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$633,737
a. Nontraditional Training and Employment (\$90,000)	
b. Corrections or Institutions (\$63,374)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$316,869
G. State Match (<i>from non-federal funds</i>) ¹	\$316,868

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$525,905
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$525,905
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$0
D. Tech-Prep Funds Earmarked for Consortia	\$0
a. Percent for Consortia (<i>Line D divided by Line C</i>) [____%]	
b. Number of Consortia _____	
c. Method of Distribution (<i>check one</i>): _____ Formula _____ Competitive	
E. Tech-Prep Administration	\$0
a. Percent for Administration (<i>Line E divided by Line C</i>) [____%]	

PART C: ACCOUNTABILITY FORMS

Part C. Accountability Forms

I. Student Definitions

A. Secondary Level

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

PART C

AGREED UPON PERFORMANCE LEVELS

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE</u> concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE</u> concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 87.45%	L: Will be pre-populated at the request of the State A:	L: Will be pre-populated at the request of the State A:

<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of <u>CTE</u> concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE</u> concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B: 87.45%</p>	<p>L: Will be pre-populated at the request of the State A:</p>	<p>L: Will be pre-populated at the request of the State A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE</u> concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE</u> concentrators who took the assessments during the reporting year.</p>	State and local administrative records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

<p>3S1 Secondary School Completion <i>113(b)(2)(A)(iii)(I-III)</i></p>	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p>	<p>State and local administrative records</p>	<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>
	<p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>				

4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State administrative records</p>	<p>B: 87.45% <i>Note: Next year Maine will be calculating graduation rates differently. We will be using the Natl. Gov's Assoc. definition of graduation. This means that comparing our baseline grad rates from 05-06 to our future grad rates will be comparing apples to oranges.</i></p>	<p>L: Will be pre-populated at the request of the State A:</p>	<p>L: Will be pre-populated at the request of the State A:</p>
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Federal and state administrative records (Would need National Clearinghouse data here, too)</p>	<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation and Completion 113(b)(2)(A)(vi)	<p>6S1: Non-Trad Participation Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>6S2: Non-Trad Completion Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State/local administrative records	B:	L: A:	L: A:

I. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (Note – The Department recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator.)</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	Program completion	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State/local administrative records	B:49.00%	<p>L: 50.00%</p> <p>A:</p>	<p>L: 51.00%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year post secondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. (Note – we can ONLY do this if the State decides to join the National Student Clearinghouse.)</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	National/state administrative records	B:	L: A:	L: A:

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p> <p>Note: There is a “high, skill, high wage, high demand component of this indicator and I am not sure how we can track this other than by Student Survey... self reporting is not all that reliable. Virtually all of our CTE programs would meet these definitions and therefore using a self reported survey result of “working within field” might answer this, but again it is self reporting.</p>	State administrative records/state locally administered surveys	B:	L: A:	L: A:

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE</u> participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE</u> participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State/local administrative records	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE</u> concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE</u> concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State/local administrative records	B:	L: A:	L: A:

Appendix A



Maine Department of Education
Career and Technical Education
23 State House Station
Augusta, ME 04333-0023
(207) 624-6730
www.schoolswork.org

ARTICULATION AGREEMENT

For the coordination of curricula between Maine's Career and Technical Education Centers/Regions and the Maine Community College System Campuses

Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and Community College.
- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and state costs.

Role of the Institutions

The secondary career and technical education centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculty should partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to re-evaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and postsecondary faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Articulation Agreement listing the student requirements needed to achieve the articulated credits. Instructors at the secondary and postsecondary levels will meet annually to review course competencies and amend the Articulation Agreement as necessary.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from articulation, all Community College admissions requirements must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation, Enhanced Articulation and Program of Study Agreements.

Types of Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and community college and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the community college's permanent record.

Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

A student has up to three years to take advantage of the postsecondary credits made available under an Articulation Agreement.

Articulation Agreement

1. Secondary institution name:
2. Postsecondary institution name:
3. Secondary course of study:
4. Postsecondary course of study:
5. Secondary course(s) to be used for articulation:
6. Postsecondary course(s) to be waived because of articulation:
7. Type of articulation:
(please check)
 - ☐ Dual Credit
 - ☐ Escrow Credit
 - ☐ Student choice of Dual Credit or Escrow Credit
8. What are the minimum and maximum number of credits a student may articulate from the postsecondary institution?
9. How will the student demonstrate meeting the competencies?
10. How will the secondary instructor document the student as meeting the competencies?

11. What are the education, training, and/or experience requirements for the secondary instructor?

12. What college entrance requirements must be met by the student?

We, the undersigned administrators, agree to enter into this Articulation Agreement to provide students a seamless transition from high school instruction to Community College instruction.

We hereby mutually agree that this Articulation Agreement will remain in effect for a period of one year.

We do hereby mutually agree to abide by all of the terms specified within the Articulation agreement.

Secondary School Name

Director Signature/Date

Secondary Instructor/Date

Community College Name

Campus President Signature/Date

Academic Dean/Date

Department Chair/Date

Postsecondary Instructor/Date



Maine Department of Education
Career and Technical Education
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ENHANCED ARTICULATION AGREEMENT

*For the coordination of curricula between Maine's Career and Technical Education
Centers/Regions and the Maine Community College System*

Enhanced Articulation defined

Enhanced Articulation is an articulation that is a systematically planned process linking a secondary career and technical education school program to a postsecondary career and technical education system program. Unlike the Articulation Agreement which can be institution to institution, the Enhanced Articulation Agreement is from secondary career and technical education school to postsecondary career and technical education system. The postsecondary articulation will cross all Community Colleges which offer the like career and technical education program. The secondary programs will have to meet the requirements of the Community Colleges system wide articulation to qualify. Enhanced Articulation Agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits. By July 1, 2009, one Enhanced Articulation Agreement must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate.

Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.

- To reduce repetition of mastered competencies between secondary career and technical education and Community College.
- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and State costs.
- Allow secondary career and technical education students in any part of the State of Maine to smoothly transition to postsecondary education within the State Community College system.

Role of the Institutions

The secondary career and technical education schools and Community College campuses are jointly responsible for developing and executing Enhanced Articulation Agreements. Secondary and postsecondary faculty should partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to reevaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and college faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Enhanced Articulation Agreement listing the student requirements needed to achieve the articulated credits.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Enhanced Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from enhanced articulation, all community college admissions requirements must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Enhanced Articulation and Program of Study Agreements.

Types of Enhanced Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

A student has up to three years to take advantage of the postsecondary credits made available under an Enhanced Articulation Agreement.

Enhanced Articulation Agreement

1. Secondary institution name:
2. Postsecondary institution name:
3. Secondary course of study:
4. Postsecondary course of study:
5. Secondary course(s) to be used for articulation:
6. Postsecondary course(s) to be waived because of articulation:
7. Type of articulation:
(please check)
 - ☐ Dual Credit
 - ☐ Escrow Credit
 - ☐ Student choice of Dual Credit or Escrow Credit
8. What are the minimum and maximum number of credits a student may articulate from the postsecondary institution?
9. How will the student demonstrate meeting the competencies?
10. How will the secondary instructor document the student as meeting the competencies?

11. What are the education, training, and/or experience requirements for the secondary instructor?

12. What college entrance requirements must be met by the student?

We, the undersigned administrators, agree to enter into this Enhanced Articulation Agreement to provide students a seamless transition from high school instruction to Community College instruction.

We do hereby mutually agree to abide by all of the terms specified within the Enhanced Articulation Agreement.

Secondary School Name

Community College Name

Director Signature/Date

College President Signature/Date

Secondary Instructor/Date

Campus President/Date

Academic Dean/Date

Department Chair/Date

Postsecondary Instructor/Date



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PROGRAM OF STUDY AGREEMENT

*For the Program of Study between Maine's Career and Technical Education
Centers/Regions and the Maine Community College System Campuses*

Maine CTE programs of study contain the following elements:

- Standards-based curriculum aligned to a national or State of Maine skill standard
- Rigorous academics blended and aligned to the *Maine Learning Results*
- Value-added options through industry certification or articulation for college credit
- Quality assurance to keep pace with industry requirements through industry advisory groups
- Accountability which is emphasized through Perkins grant requirements
- Multiple options for students as they prepare for entry into careers and further education

Program of Study Defined

A Program of Study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. The connection to future coursework motivates students to take the courses to ensure success in postsecondary education and in careers. Programs of Study lead to an industry recognized credential or certificate at the postsecondary level, or an associate or

baccalaureate degree. Programs of Study should be developed in partnership with secondary schools, post-secondary schools, employers, industry groups and other stakeholders to create curriculum to support academic, technical and workplace standards. An intended outcome of a program of study is the enhanced collaboration between program stakeholders. Maine CTE programs of study increase the academic, career and technical skills of students in order to prepare them for career, college and citizenship. Maine's model of CTE organize programs of study within 15 broad career cluster programs, designed to provide students with multiple career pathways leading to careers and postsecondary education. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to *Maine Learning Results (MLR)* and No Child Left Behind (NCLB) accountability measures. **Each secondary and post-secondary institution is required to have one program of study by July 1, 2009.** Program of Study Agreements must be signed written agreements and be approved annually by the administrators of the educational institutions; these agreements will be signed by the instructors at the secondary and postsecondary levels and the administrators at both levels. Programs of Study do not qualify as such if the agreement is signed by secondary CTE instructor to postsecondary CTE instructor. All requirements for admission by the Community Colleges must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting of articulation agreements, enhanced articulation agreements and programs of study.

Time Consideration

A student has up to three years to take advantage of the Program of Study made available under a Program of Study Agreement.

PROGRAMS OF STUDY PATHWAYS

<u>Cluster Program</u>	<u>Secondary CTE Program By CIP Codes</u>	<u>Postsecondary CTE Program</u>
Agriculture Food and Natural Resources	01.0000 Agriculture/Agribusiness 01.0205 Agriculture Mechanization, General 01.0303 Aquaculture 01.0304 Crop Production Operations and Management 01.0601 Horticulture Operations and Management 01.0601 Applied Horticulture/Horticulture Operations	Business Administration, Agriculture Horticulture Pulp and Paper Technology

	03.0201 Natural Resource Management 03.0511 Forest Harvest and Product Technology	
Architecture and Construction	15.1301 Architectural Drafting 15.1301 Drafting, General 15.1302 CAD/CADD Drafting and/or Design Technology/Technician 15.1303 Mechanical Drafting 46.0000 Construction Trades/General 46.0101 Mason and Tile Setter 46.0201 Carpentry 46.0201 Carpentry/Carpenter 46.0302 Electrician 46.0302 Electrician/Electronics Repair, General 46.0503 Plumbing and Pipefitting 46.0503 Plumbing Technology/Plumber	Air Conditioning and Refrigeration Architectural and Civil Engineering Technology Architectural and Engineering Design Building Construction Building Construction Technology Construction Technology Electrical Construction and Maintenance Environmental Science and Technology HACRP Heating Heating Technology Masonry Plumbing Plumbing and Heating Plumbing Technology Refrigeration, Air Conditioning and Heating Residential and Commercial Electricity Residential Construction
Arts, A/V Technology and Communication	10.0202 Radio and TV Broadcast Technology 10.0301 Graphic Communications 50.0101 Visual and Performing Arts, General 50.0402 Graphic Design/Commercial Art and Illustration 50.0402 Commercial and Advertising Art 50.0602 Film, Video Making/Cinematography and Production 50.0602 Data Processing Technology	Communication and News Media Digital Media Graphic Arts/Printing Technology

Business, Management and Administration	32.0301 Parks and Recreational Facilities 52.0201 Business Administration and Management, General 52.0302 Accounting Technician 52.0399 Accounting, Other 52.0401 Administrative Assistant/Secretarial 52.0401 Business Technology 52.0407 General Office/Clerical/Typing Services 52.0407 Information Processing/Data Entry Technician 52.0407 Data Processing Technology/Technician 52.0407 Administrative Assistant/Secretarial 52.0407 Computer Tech II 52.04408 General Office/Clerical/Typing Services 52.0701 Entrepreneurship Entrepreneurial Studies	Business Administration Business Administration and Management Business Administration/Business Management Business Administration/Entrepreneurship Business Administration/Marketing Business Administration/Office Management Business Administrative Business Management Business Management/Entrepreneurship Business Management/Office Administration Business Management/Office Technology Business Management/Small Business Development Executive Secretarial Science Legal Office Administration Office Assistant Organizational Leadership
Education and Training		Education Education/Special Education Education/Speech and Language Education/Early Childhood Early Childhood Education Early Childhood Education Assistant Paraeducation
Finance	52.0803 Banking and Financial Support Services	Accounting Accounting Information Systems Business Administration/Accounting Business Administration/Finance Business Management/Banking
Health Science	51.0000 Health Services/Allied Heath/Health Sciences 51.0000 Nursing Assistant/Aide	Advanced Emergency Care Behavioral Health Tech. Biological Sciences

	51.0703 Health Unit Coordinator/Ward Clerk 51.0710 Medical Office Assistant/Specialist 51.1614 Nursing Assistant/Aide 51.2602 Elder Care Provider/Companion Care	Cardiovascular Tech Clinical Laboratory Science Clinical Technician Dietetic Tech Dietary Manager Emergency Medical Services EMT-Intermediate Health Care Secretary Health Information Technology Massage Therapy Medical Assistant Medical Assisting Medical Coding Medical Office Administration Medical Office Management Medical Office Technology Medical Radiography Medical Transcription Mental Health MHRT-1-C MHRT-Community Nursing Nursing Practical Occupational Health and Safety Occupational Therapy Assistant Paramedicine Pharmacy Tech. Physical Therapist Assistant Practical Nursing Radiation Therapy Radiography Radiologic Technology Respiratory Therapy Respiratory Therapy Assistant Sonography Surgical Technology
Hospitality and Tourism	12.0503 Culinary Arts/Chef Training 12.0503 Kitchen Personnel/Cook and Assistant Training 12.0503 Food Production and Services/Workers and Administrators	Adventure Recreation and Tourism Culinary and Baking Culinary Arts Food and Beverage Operations

	12.0503 Kitchen Personnel/Cook, and Assistant Training 12.0503 Institutional Food Service Administration 12.0505 Food Preparation/Professional Cooking/Kitchen Assistant 52.1910 Hospitality/Recreational Marketing, General	Food Service Specialist Hotel/Restaurant Management Lodging and Restaurant Management Lodging Operations Restaurant and Food Management
Human Services	19.0709 Child Care Services/Workers and Managers 19.0709 Child Care Provider/Assistant 32.0105 Job Seeking/Job Changing Skills 32.0107 Career Exploration/Awareness Skills 32.0107 Job Seeking/Job Changing Skills	
Information Technology	10.0303 Desktop Publishing Equipment; Operator 10.0305 Graphic Printing Equipment Operator 11.0103 Computer and Information Sciences, General 11.0801 Data Processing Technology/Technician 50.0409 Digital Graphic Arts Desktop Publishing Equipment Operator 99.100 Cooperative Education 99.3001 Tech Lab 99.3001 Intro to Technology 99.4000 Tech Prep Academics 99.4000 Multi/Interdisciplinary Studies, Other 99.4000 Basic Skills, General 99.4000 English Language and Literature 99.4000 Applied Academics/Plato 99.4000 Academic Skills/Plato lab 99.4000 Applied Academics 99.7000 Vocational Special Needs 99.7000 Diversified Occupations	Business and Computer Applications Cisco Networking Specialist Computer Aided Drafting and Design Computer Aided Drafting and Design/Architectural Computer Aided Drafting and Design/Mechanical Computer Aided Drafting Tech. Computer Applications and Admin. Mgmt. Computer Applications Technology Computer Electronics Computer Information Systems Computer Programming Computer Repair Technology Computer Support Specialist Computer Support Specialist with a specialization in Networking Computer Systems Technology Computer Technology Computer Technology/Network Admin Computer Technology/Programming Computer Technology/Web Dev.

		Digital Media Technology Information Technology Office Information Specialist Telecommunication Technology: Verizon Telecommunications (Verizon)
Law, Public Safety and Security	43.0000 Protective Services Cluster 43.0000 Emergency Services 43.0107 Law Enforcement/Police Sciences 43.0107 Criminal Justice/Police Science	Criminal Justice Fire Science Fire Science Tech
Manufacturing	48.0501 Machinist/Machine Technologist 48.0501 Machine Tool Technology 48.0506 Sheet Metal Worker 48.0508 Welder/Welding Technologist	Applied Metal Manufacturing Drafting Tech. Electrical Lineworker Technology Electromechanical Technology Industrial Electrical/Electronics Tech Industrial Electricity Instrumentation and Controls Integrated Manufact. Technology Machine Tool Technology Mechanical Engineering Technology Pipe Fabrication Precision Machining Technology Precision Metal Manufacturing Precision Metals Manufacturing Trade and Technical Occupations Welding Welding and Metal Fabrications Welding Technology
Marketing, Sales and Service	47.0101 Electrical/Electronics Equipment Repair 47.0104 Computer Installer and Repairer 47.0104 Computer Technology 47.0104 Computer Installation and Repair 47.0104 Data Processing Technology 47.0606 Small Engine Mechanic/Repairer 52.1801 Sales, Distribution and Marketing Operations, General	

	52.1803 General Retailing Operations	
Science, Technology , Engineering and Mathematics	15.0000 Engineering Technology/Technician 15.0613 Tech Lab 41.0101 Biological Technologies	Applied Marine Biology/Ocean Applied Technical Studies Applied Electronics and Computer Technology Biotechnology Boatbuilding Technology Electrical and Automation Technology Electrical Engineering Tech. Electricians Technology Electronics Tech. General Technology Marine Composites Marine Electronics Marine Mechanics Technology Marine Technology with a Specialization in Boatbuilding Technical and Trade Studies Trade and Technical Trade and Technical Occupations Trade/Technology Occupations
Transportation, Distribution and Logistics	47.0302 Heavy Equipment/Diesel Mechanic Repairer 47.0302 Heavy Equipment Maintenance and Repair 47.0603 Automotive Body Repair 47.0604 Automotive Mechanic/Technician 47.0604 Automobile/Automotive Mechanics Technology 47.0616 Marine Maintenance/Fitter and Ship Repairer 49.0202 Construction Equipment Operator 49.0205 Truck/Bus/Other Commercial Vehicle Driver	Auto Body Repair Automotive Parts and Service Management Automotive Technology Civil Engineering Diesel and Hydraulics Diesel Hydraulic Technology Diesel, Truck and Heavy Equipment Engine Specialist Ford Asset (Automotive Technology) Heavy Equipment Operation Heavy Equipment Maintenance Heavy Equipment Systems Mechanical Technology Mechanical Technology with a Specialization in Vehicle Service

Program of Study

Secondary School Name:

Cluster Program:

Course Title and CIP Code:

Please indicate, in the table below, the secondary courses a student would need to complete as part of this program of study.

<u>GRADUATION REQUIREMENTS</u>	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
English				
Social Studies				
Mathematics				
Science and Technology				
Physical and Health Education				
Visual and Performing Arts				
World Languages				
CTE Course				
Other				

Please indicate, in the table below, the value added options a student may earn for completing this program of study.

OPTION	PARTNER	CREDENTIAL	VALUE FOR CTE STUDENTS
Example: Dual Credit	Northern Maine Community College	AS in Early Childhood Education	Up to 8 credits hours earned
<u>OPTION</u>	<u>PARTNER</u>	<u>CREDENTIAL</u>	<u>VALUE FOR CTE STUDENTS</u>
Dual Credit			
Escrow Credit			
Enhanced Articulation			
Certification(s)			
Degree			
Other			

We, the undersigned administrators, agree to enter into this Program of Study Agreement to provide students a seamless transition from high school instruction to Community College instruction.

We hereby mutually agree that this Program of Study Agreement will remain in effect for a period of one year.

We do hereby mutually agree to abide by all of the terms specified within the Program of Study Agreement.

Secondary School Name

Director Signature/Date

Secondary Instructor/Date

Community College Name

Campus President Signature/Date

Academic Dean/Date

Department Chair/Date

Postsecondary Instructor/Date

Appendix B

Perkins IV

Negotiating Process for State and Local Levels of Performance

A. States Will Reach Negotiated Performance Levels for Accountability Core Measures and Standards with the Secretary.

The Maine DOE, with input from the eligible recipients in the State, shall identify valid and reliable State levels of performance for each of the core indicators required by Section 113 of the Carl D. Perkins Act for CTE activities authorized under this Title. All local levels of performance will be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable. These levels of performance will be determined by conducting an analysis of State and national data from a broad variety of sources, including NCLB, the Maine Department of Labor, the National Student Clearinghouse (if possible) and MDOE and MCCS.

The Maine DOE will provide supporting documentation for the performance levels it develops, including

3. A description of the methodology used to arrive at the proposed levels.
4. How these performance levels promote continuous improvement in CTE education as measured by the core indicators.

The Maine DOE will work with the Secretary to develop mutually agreeable levels of performance for the two-year negotiated period. Once the levels of performance are agreed upon, the Maine DOE will include the negotiated levels of performance in its state plan.

Subsequently, the Maine DOE shall identify levels of performance prior to the third and fifth program years covered by the local plan. These levels will take into account how other similar states have performed on their levels and how much Maine's performance has created continuous improvement in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in clause (vi), the Maine DOE may request that the levels of performance agreed to under clause (iii) or (iv) be revised. The Secretary shall provide objective criteria and methods for making such revisions.

Perkins IV

Negotiating Process for State and Local Levels of Performance

B. Local Performance Levels Negotiation Process

The Maine DOE will provide the State levels of performance to the eligible CTE schools and postsecondary schools in Maine, and each eligible recipient will either accept those performance levels for itself or will negotiate with the Maine DOE (if secondary) or the MCCS Director of State and Federal Programs (if postsecondary) to develop its own local performance levels. All local levels of performance will be expressed as percentages.

For the secondary schools, the Academic Attainment indicator will be determined by Maine's Annual Measurable Objectives (AMOs) from the State ESEA accountability notebook for NCLB. (ESEA, section 1111(b)(2)(G)) These measures are required by NCLB for secondary education, and they will also be required for the Perkins academic accountability.

If an eligible recipient wants to negotiate a change in any other indicator, it shall provide justification for the change, which shall include at a minimum the following information:

4. The rationale for the change from the state levels
5. What methodology the school wants to use to measure the indicator
6. How this change will promote continuous improvement in CTE education as measured by the core indicators

The Maine DOE will review the school's documentation and will negotiate with the school to develop mutually agreeable performance levels.

Once the levels of performance are agreed upon, each eligible recipient will include the negotiated levels of performance in its local plan.

All levels of performance will require the eligible recipient to make continuous progress toward the goal of improving education for CTE students as measured by the core indicators.

Each eligible recipient shall identify levels of performance for each of the first two program years covered by the local plan.

Subsequently, each eligible recipient shall identify levels of performance prior to the third and fifth program years covered by the local plan. These levels will take into account how other similar eligible recipients have performed on their levels and how much the recipient's performance has created continuous improvement in CTE education as measured by the core indicators.

If an eligible recipient has unanticipated circumstances arise with a resulting significant change in the factors described in clause (v) the eligible recipient may request that the local adjusted levels of performance agreed to under clause (iii) or (iv) be revised. The eligible recipient shall use objective criteria and methods for making such revisions.

Appendix C

State Online Grant application

LOCAL PERKINS PLAN – Online Application

SITE PROFILE: (20-A chapter 313)

In the text boxes provided below please describe your organizational structure. Include your:

- ◆ List of programs
- ◆ Affirmation of a consortium or cooperative agreement
- ◆ Date of first meeting of your schools advisory (centers) or cooperative (regions) board.

These boards are required to meet at least 6 times per calendar year according to 20-A, Chapter 313, sections 8404 and 8452. It is also required to review your live work and cooperative agreement annually. Please submit the minutes of your first meeting with the review and approval of your schools cooperative agreement and live work policy documented within the minutes. Please send to Jan Cowan, Maine Doe, State House Station #23, Augusta, Maine, 04333. This document is due by October 30 to continue to receive funding.

ADMINISTRATION PLAN (Perkins Act section 135 (d))

In the text boxes provided below please describe your administration plan. The description should include

- ◆ a) Perkins funded *Please note that the Perkins funded administration cannot exceed 5%. Postsecondary grants cannot use these funds, the system office is the eligible recipient for administration dollars*
- ◆ b) Total CTE Programming.

See guidance link for additional info

PROGRAMS OF STUDY (Perkins Act Section 134(b) 3, 135 (B) 2; and 135 (b) 1, Section 122 (c) (1))

A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. The connection to future coursework motivates students to take the courses to ensure success in postsecondary education and in careers. Programs of study lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Programs of study should be developed in partnership with secondary schools, post-secondary schools, employers, industry groups and other stakeholders to create curriculum to support academic, technical and workplace standards. An intended outcome of a program of study is the enhanced collaboration between program stakeholders. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to the *Maine Learning Results (MLR)* and No Child Left Behind (NCLB) accountability measures. **Each secondary and postsecondary institution is required to have one program of study by July 1, 2009.** Program of Study Agreements must be a signed written agreements and be approved annually by the administrators of the educational institutions. This agreement will be signed by the instructors at the secondary and postsecondary level and the administrators at both levels. Programs of study do not qualify as such if the agreement is signed secondary CTE instructor to postsecondary CTE instructor. All requirements for admission to the Community Colleges must be met by the student. Students have up to three years to take advantage of the postsecondary credits and programs of study made available under the program of study agreement.

See Guidance link- program of studies for more info

Programs of Study Continued

In the text boxes provided below please provide the following information:

1. Identify each program of study in your school which includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.
2. Describe how the instructors of these programs cooperatively develops/reviews curriculum and plans the delivery of instruction, assessment of student performance and program review with
 - ◆ postsecondary faculty and administration. (secondary schools) application
 - ◆ Secondary faculty and administration (postsecondary schools) This will only show on postsecondary grants
3. Which academics are integrated with CTE programs of study? (This may include sending school information)

1. How are these academics integrated with the career and technical program of study? (This may include sending school information)

Guidance Requirement:

Secondary- includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

Postsecondary- includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align postsecondary education with baccalaureate programs to adequately prepare students to succeed in additional postsecondary education. Maine requires a technical skill bearing articulation agreement between the secondary and postsecondary schools.

2. What specific programs of study are you planning for/working towards this year?

SECONDARY/POSTSECONDARY ARTICULATION (Section 135-2)

Articulation is a planned process linking career and technical secondary education to postsecondary education to help students make a seamless transition from one level of instruction to another level. It is intended to maximize resources and minimize content duplication for the student. Typically, articulation is used for students who have mastered technical competencies in a career and technical education center program. These competencies are comparable to, or acceptable in lieu of specific course requirements at a postsecondary institution. As defined in the Perkins Act, Articulation Agreements between career and technical centers and postsecondary institutions enable students to earn college credit. Articulation Agreements may lead to an industry recognized credential or certificate at the postsecondary level, or an

associate or baccalaureate degree Articulation Agreements must be signed written agreements and be approved annually by the administrators of the educational institutions, the agreement must be signed by the instructors at the secondary and postsecondary levels and the administrators at both levels. All requirements for admission by the Community Colleges must be met by the student. Students have up to three years to take advantage of the postsecondary credits and programs of study made available under an Articulation Agreement.

Types of Articulation Agreements

1. Dual Credit

Dual credit exists when a student is enrolled concurrently in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

2. Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

The following table illustrates the timelines for implementation:

% OF PROGRAMS THAT MUST BE ARTICULATED	IMPLEMENTATION DATE
10%	July 1, 2009
20%	July 1, 2010
30%	July 1, 2011
40%	July 1, 2012
50%	July 1, 2013

Enhanced Articulation

Enhanced articulation is an articulation that is a systematically planned process linking a secondary CTE school program to a postsecondary CTE system program. Unlike the Articulation Agreement which can be institution to institution, the Enhanced Articulation Agreement is secondary CTE school to postsecondary CTE system. The postsecondary articulation will cross all Community Colleges which offer the like CTE program. The secondary programs will have to meet the requirements of the Community Colleges system wide articulation to qualify. All requirements for admission by the Community Colleges must be met by the student. It is intended to allow secondary CTE students in any part of the State to smoothly transition to postsecondary education within the State Community College system. Enhanced Articulation Agreements may lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Enhanced Articulation is used for students who have mastered technical competencies in a secondary CTE system program. These competencies are comparable to or acceptable in lieu of specific course requirements in the Maine Community College system. Enhanced Articulation Agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits. By July 1, 2009, one Enhanced Articulation Agreement must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate. Enhanced Articulation Agreements must have a signed written agreement and be approved by the administrators of the educational institutions, these agreements will be signed by the instructors at the secondary and postsecondary levels and the administrators at both levels. Students have up to three years to take advantage of the postsecondary credits and programs of study made available under an Enhanced Articulation Agreement.

The State requires a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping and reporting of Articulation, Enhanced Articulation and Program of Study Agreements.

In the text box provided below, please:

Describe the Articulation Agreement process in your school. Who are the approvers of these agreements at the secondary level and postsecondary level?

What benefits/advantages are available to the students as a result of the secondary/post-secondary linkage? (please check)

- ☐ Dual Enrollment Credit
- ☐ Escrow credit
- ☐ Enhanced articulation with state wide transferability at the postsecondary Community College System
- ☐ Other _____

What specific Articulation Agreements are you working towards this year?

What Enhanced Articulation Agreements are you working towards this year?

Name:
Position:
E-mail
Phone
Address

[illegible]

SERVICES FOR SPECIAL POPULATIONS:

In the text boxes provided below please describe how you will address the needs of special populations. Make sure you address each of the five categories. The notes listed below each numbered box are only guidelines and not an all-inclusive list of what is required.

These sections need to be completed even if funded by non-Perkins funds.

A. *Definition (excerpted from Perkins Act 2006).—the term 'special populations' means—*

- "(A) individuals with disabilities;*
- "(B) individuals from economically disadvantaged families, including foster children;*
- "(C) individuals preparing for nontraditional fields;*
- "(D) single parents, including single pregnant women;*
- "(E) displaced homemakers; and*
- "(F) individuals with limited English proficiency.*

(Each of these populations will need to be addressed with the exception of (C)- Nontraditional has a separate section)

B. *PLEASE NOTE: Perkins has changed Special Populations from a "permissive" to "required" use of funds under section 135. The special populations activity/project section is now a required section according to the Perkins Act. All activities will need to be addressed but local funds can be used for compliance.*

C. *Sections 134 and Section 135 are displayed in the Reference Library with applicable special population and nontraditional program information highlighted.*

1. Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; (Section 134-8A)

- a. Describe how you enroll, assess and monitor the students' needs
- b. Include an outline of the student's Individual Education Plan process along with the associated (after high (school) Transition Planning Section. (Secondary only, definition (A), (B) and (F))
- c. Instructional methods and modifications (definition (A), (B) and (F))
- d. Equipment Adaptations
- e. Support Services
- f. Outreach Efforts
- g. Examples of any "best practices" in individualized instruction

2. Provide a listing of services and programs that are designed to enable the special populations to meet the local adjusted accountability levels of performance required by Perkins.

3. A complete and detailed description of courses of study, programs, activities and services to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Section 134-8C and 135-9)

4. A description of how you plan to comply with Maine "State Standards of Service for Special Populations" (Section 134-8B)

This section should also include information on developing and implementing evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. Excerpts from the "State Standards" are included under Special Populations Guidance in the Reference Library.

5. A description of how you will assure that individuals who are members of special populations will not be discriminated against on the basis of their special population status: (Section 134-9)

The outline below is a partial list of what you can include in this section.

- a. Provide an example of your Notice of Non-Discrimination that should be featured on all written documents that go to the public including your website.
- b. Provide information and a listing of what policies related to civil rights your school has featured in the student handbook to include harassment, discrimination, and diversity, bullying and hazing policies along with grievance procedures. If the handbook is on the web then list the address.
- c. Feature examples of training performed with students and staff.
- d. List any exemplary community or outreach efforts in the areas of student cooperation, climate and civil rights.

6. A description of the evaluation process for determining how well the needs of Special Populations are being met. (Section 135-6)

Please see Special Pops guidance link for more info

PREPARATION FOR NONTRADITIONAL CAREERS:

In the text box provided below please provide a detailed description of how Perkins funds will be used for nontraditional training and employment: (Section 134-10) *(This section will address section (C)).*

Definition (excerpted from Perkins Act 2006).—the term 'special populations' means—

- "(A) individuals with disabilities;*
- "(B) individuals from economically disadvantaged families, including foster children;*
- "(C) individuals preparing for non-traditional fields;*
- "(D) single parents, including single pregnant women;*
- "(E) displaced homemakers; and*
- "(F) individuals with limited English proficiency.*

If no Perkins funds are to be used then provide a description of the strategies employed to increase nontraditional career opportunity awareness and enrollment:

OTHER TITLE I(C) ACTIVITIES: (Perkins 134b"(11))

In the text boxes below please provide detailed descriptions of other projects funded.

- ◆ Career and Technical Student Organizations (CTSOs) funding is optional. Planned expenditures relating to CTE programs go under Program Improvement; staff development activities are reported under Professional Development Plans.

The planned expenditures under this section should relate only to purchases and services only related to:

- a. CTE Student Organizations (Skills USA, DECA, HOSA, FFA, etc.)
- b. Guidance, student services – Describe how career guidance and academic counseling will be provided to career and technical education students with linkages to future education and training opportunities.

PARTICIPATION PLAN:

In the text boxes provided below please describe the elements of your participation plan. Be sure this plan is current and viable (Section 134 "(5))

- Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable, Refers to Local Workforce Investment Boards), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title. (Section 134 (5))
- Describe how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study; (Section 134 (5))
- Describe how you have involved your Local Workforce Investment board?
- Please describe the documentation trail for the above requirements. These documents may be requested from the MDOE.

COORDINATION PLAN:

In the text boxes provided below please describe procedures that will be used to ensure coordination of effort among programs funded under Perkins IV and WIA. (State plan guide II A 11.) (Sec. 122(c)(20)

- Postsecondary

Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system. (Page 11 state plan guide)

- Please describe this collaboration and other coordination systems in place. Documentation should be kept on file.
 - Secondary
- Please describe any coordination efforts your school is involved in. *You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners.*

◆ EVALUATION: (Section 134-7 and 135-6)

In the text boxes provided below please describe how the recipient will ensure independent evaluation of career and technical education programs.

- Who evaluates your programs?
- How often do you review programs?
- What criteria do you use to evaluate your programs?
- Please indicate which required school wide review process you use, CIHE (postsecondary), NEASC, or the MDOE Comprehensive School Review for your required school reviews? (Secondary schools only may use Perkins funds for this)
- How do you know if your programs meet the needs of employees and are current with technological changes?
- Describe the assessment that determines that the needs of special populations are being met.
- What is your process for updating, suspending, canceling and replacing programs?

PROGRAM IMPROVEMENT STRATEGIES:

Section 134-3B,D&E and 135 (b)-1) (Section 134-1A&B) (Section 134-3C and 135-3) (Section 134-6 and 135-8) (Section 134-11) (Section 135-4) (Section 134-4)

A. STRATEGIES AND ASSURANCES

These sections need to be completed even if funded by non-Perkins funds.

In the text boxes provided below please describe the program improvement strategies to be used by the recipient to address each of the following:

1. What strategies/activities will be used to remedy any program deficits identified through local assessment of students?
2. What strategies/activities will be used to ensure learning in the core academic areas? (Section 134-1A&B)
1S1, 1S2 snapshot data
3. What strategies will be used to ensure learning and skill attainment in the career and technical education programs?
2S1, 1P1 snapshot data
4. What strategies/activities will be employed to ensure that students in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as all other students?
 - a. What is your school doing to improve the rigor of the academics in CTE programs?
 - b. What is your school doing to increase and improve literacy in reading/language arts, math, science and technology?
5. What strategies will be used to encourage career and technical education students to enroll in rigorous and challenging core academic subjects?
3S1 snapshot data

6. What integration strategies will be employed to strengthen the academic and career and technical education components of career and technical education programs and career and technical programs of study?
7. What strategies will be used to provide students with strong experience and understanding of "all aspects of the industry" which may include work-based learning experiences? *Definition in library* (Section 134-3C and 135-3)
8. Describe the "size, scope, and quality" of program improvement projects and explain how these projects support continuous improvement in the quality of career and technical education. *Definition in library* (Section 134-6 and 135-8)
9. How will you ensure that students have adequate skills to enter employment, postsecondary or the military? (Section 134-11)
 - a. Describe the career guidance and academic counseling students receive to enter employment, the military or to transfer to higher education.

5S1, 4P1 snapshot

10. What strategies /activities will be used to increase secondary school completion?

3S1 snapshot

11. What strategies /activities will be used to improve retention and increase graduation rates (secondary) and postsecondary completion (postsecondary) in education?

4S1, 2P1,3P1 snapshot

B. TECHNOLOGY IMPROVEMENT (Section 135-4)

In the text boxes below describe how you will develop, improve, or expand the use of technology in career and technical education, which may include:

- a. Training of career and technical education teachers, faculty, and administrators to use technology which may include distance learning;
- b. Providing career and technical education students with the academic and career and technical skills (including numeracy and science knowledge that provides a strong basis for such skills) that lead to entry in the technology fields; or
- c. Encouraging your school to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve numeracy and science knowledge of students.
- d. other

C. CURRICULUM DEVELOPMENT (Section 134-4)

In the text box below describe school-wide or specific program curriculum improvement effort and plans.

D. NEW PROGRAM DEVELOPMENT

In the text box provided describe any new programs being developed.

- a. What new programs are you thinking of developing and why?
- b. What new programs are you about to apply for and why?
- c. Where are you in the process for development and application for program approval ?
- d. When do you hope to enroll students in this program?
- e. How will these new CTE programs enhance your school?
- f. What current technologies will be included in the curriculum?
- g. How will these new programs articulate with secondary and 4-year colleges?
- h. Which program of study will this be linked with?
- i. Projected enrollment?

E. NEW PROGRAM IMPLEMENTATION

1. What new program(s) are you going to provide for students in the application year?
2. How will funds be used to implement the new career and technical education program(s)/course(s)?
 - a. Issues/concerns
 - b. Aspects to celebrate
 - c. Projected enrollment
 - d. Has the program(s) received approval?

F. ONE –YEAR OLD PROGRAM UPDATE

In the text box provided describe the programs implemented in the previous year.

1. How will funds be used to improve the new career and technical education program(s)/course(s)?
 - a. Issues/concerns
 - b. Aspects to celebrate
 - c. Enrollments per section last year
 - d. projected enrollments in the year you applied for approval
 - e. Describe articulation/dual enrollment opportunities for secondary and 4-year colleges.
2. MDOE Program approval date

G. EXISTING PROGRAM DEVELOPMENT/ENHANCEMENT(Section 135-4,7)

In the text box below describe developments occurring in existing programs and enhancements that have been made to update current programs.

- a. How will funds be used to improve/enhance the existing programs?
- b. How will you initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology?
- c. Where are each of these program(s) in relation to becoming a program of study?

See program improvement guidance link in library for more info

PROFESSIONAL DEVELOPMENT PLANS: (Section 134-B-4 and 135-5A to 5D) (134 b "(12)

In the text boxes provided describe comprehensive professional development goals and planned activities for career and technical education faculty and staff in the coming program year. Activities must promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.

Describe:

1. In service and pre service training for CTE staff on:
 - a. Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable
 - b. Effective teaching skills based on research that include promising practices
 - c. Effective practices to improve parental and community involvement (Secondary only)
 - d. Effective use of scientifically based research and data to improve instruction
2. Support of education programs for teachers of career and technical education and other public school personnel involved in the direct delivery of educational services to career and technical education students to ensure that CTE teachers and other personnel stay current with all aspects of the industry
3. Internship programs that provide relevant business experience

4. Programs designed to train CTE teachers specifically in the effective use and application of technology to improve instruction

◆ CAREER AND TECHNICAL EDUCATION FACULTY SUPPORT

In the text box provided describe the efforts to improve:

1. The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors for CTE students, including individuals in groups underrepresented in the teaching profession
2. The transition of CTE personnel to teaching from business and industry.

ACCOUNTABILITY (Section 134-b-2) (section 113)

In the text boxes below please:

- Ensure that all programs meet the requirements of the "Core Measures and Standards" (Section 134-b-2)
- Indicate agreement on local performance levels for the core indicators required in CAR. If you do not accept the State percentages, please indicate here and provide documentation of State approval

Part C. Accountability forms

I. Student Definitions

A. Secondary Level

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.
--

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: (1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

PART C

AGREED UPON PERFORMANCE LEVELS

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	Numerator: Number of <u>CTE</u> concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of <u>CTE</u> concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.	State and Local Administrative Records	B: 87.45%	L: <i>Will be pre-populated at the request of the State</i> A:	L: <i>Will be pre-populated at the request of the State</i> A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: Number of <u>CTE</u> concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were	State and Local Administrative Records	B: 87.45%	L: <i>Will be pre-populated at the request of the State</i> A:	L: <i>Will be pre-populated at the request of the State</i> A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.				
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.	State and local administrative records	B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with	State and local administrative records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
	disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. Denominator: Number of CTE concentrators who left secondary education during the reporting year.				
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	State administrative records	B: 87.45% <i>Note: Next year Maine will be calculating graduation rates differently. We will be using the Natl. Gov's Assoc. definition of graduation. This means that comparing our baseline grad rates from 05-06 to our future grad rates will be comparing apples to oranges.</i>	L: Will be pre-populated at the request of the State A:	L: Will be pre-populated at the request of the State A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Federal and state administrative records</p> <p>(Would need National Clearinghouse data here, too)</p>	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
6S1 Nontraditional Participation and Completion 113(b)(2)(A)(vi)	<p>6S1: Non-Trad Participation</p> <p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>6S2: Non-Trad Completion</p>	State/local administrative records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>				

Appendix D

A Strategic Plan for the Future of Career and Technical Education in Maine

June 20, 2005

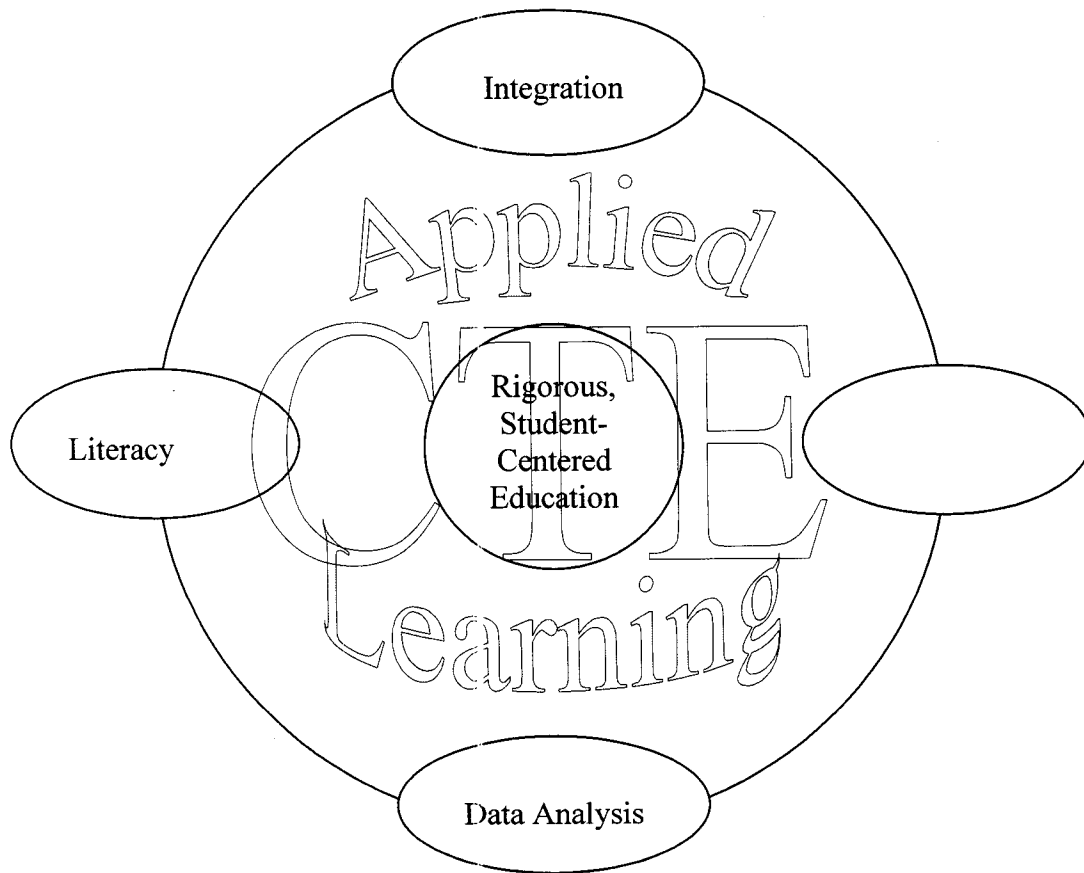


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Career and Technical Education Strategic Vision

Introduction

Overview:

At no time in our recent history has there existed such widespread agreement that secondary education must adapt—and rapidly—to the increasing expectations for student performance. Indeed, as the educational implications of the 21st Century economy become clearer, focus has sharpened on preparing all students for post-secondary education, which the vast majority of emerging careers will require. Demographic trends, which highlight the reality of burgeoning numbers of retirees and shrinking numbers of younger workers, have only heightened the need to invest in the education of each of our young people.

As Marc Tucker, President of the National Center for Education and the Economy, points out, “Low-skill jobs are disappearing at increasing speed. And the higher skill jobs that are proliferating require the very qualities that good educators have always valued: broad and deep knowledge, a critical mind, the capacity for autonomous and thoughtful behavior, the ability to relate productively to others, the ability to think well and the capacity to learn what one needs to learn when one needs to learn it.”

It is against this increasingly urgent backdrop that the Career and Technical Education (CTE) strategic visioning process has taken place. Commissioner Susan A. Gendron charged the CTE Advisory Committee, formed to conduct the visioning process, with developing a bold and transformational vision for the future of CTE in Maine. At the same time, Commissioner Gendron also charged all Department secondary education reform initiatives to achieve a new level of coordination and collaboration. In the days ahead, as the recommendations and action strategies contained in this report serve as a blueprint for reform, Maine must also work toward unprecedented coordination among state agencies, private non-profit organizations, secondary and post-secondary educational institutions, and business and industry.

In evidence throughout the following pages is the profound influence of Dr. Willard Daggett of the National Center for Leadership in Education. Dr. Daggett (or Bill as he is known in Maine) delivered a powerful keynote address at the outset of the three-day strategic visioning event in the summer of 2004, then remained for the entire three days to offer insights, critical feedback, and inspiration to the 80+ participants. His deep knowledge of the looming changes in technology, the workplace of the future, and promising educational reform strategies permitted the three days of planning to “look over the horizon” and to produce a result that has the potential to stimulate significant change.

Historical Perspective:

Prior to looking over the horizon, however, it is important to consider how vocational and technical education has evolved over the decades:

Federal legislation has played a major role in the shaping of vocational education. The Smith-Hughes Act of 1917 provided financial aid for vocational education in public secondary education. It was the first time that the Federal government gave states money for education. At that time vocational education was a method of education that helped students, who were hands-

on learners, apply the academic concepts they were being taught. It was an integrated system at the turn of the century.

The basic elements of vocational education remained the same until 1963. It was then that the government made a major policy shift and established set-asides for underserved populations. Successive Federal Acts sought to make improvements in planning, program improvement, sex-role stereotyping, access and public/private sector cooperation.

The effect of the separate legislation was the separation of secondary vocational education programs from other education programs and the view that these programs were solely for disadvantaged youth.

In the 1990s there was another significant shift in Federal policy and that was the integration of academic and vocational-technical education in order to prepare a competitive and highly-skilled workforce. (That was the first Carl D. Perkins Vocational and Applied Technology Education Act-1990.) Perkins II focused on the integration of vocational-technical education with academics, articulation between secondary and postsecondary education and partnerships with business and labor.

Perkins III has built upon that foundation and offers somewhat more flexibility in exchange for a great deal more accountability. The basic intent of Congress was to assist the states in the promotion of continuous improvement of secondary and postsecondary vocational programs. The legislation also removes the funding of set-asides, but requires each state to establish a State Performance Accountability System and to assure continued services to populations previously served through the set-asides.

The Positive Core of CTE

In 1915 John Dewey wrote, “Effective education requires student-centered environments for educational purposes, and integration of the head and hand, of mind and action, and of academic and vocational.” That is as true today as it was in 1915 and that duality is reflected in the Positive Core of CTE as well as in the Vision Areas of the strategic plan.

An especially important part of the CTE Visioning Conference in June was the participants’ identification of the “positive core” of CTE – its qualities and attributes when CTE is at its best, the core strengths of CTE to build on in the future. The attributes, arranged under five categories, are as follows:

Applied Learning Model

- Integration of knowledge and application; translation into real life skills through hands-on, applied learning, reinforcing academic concepts
- Opportunities relevant to students’ interests and aptitudes
- Natural links to academics and to business and industry

Industry/Career Pathway Standards

- Insures that technical skills and knowledge in programs are current and valid
- Universal acceptance of skill attainment and portability of credentials and credits
- Enables articulation with post-secondary programs

Student Engagement

- A voluntary alternative, accessible to all
- Student involvement in learning and teaching
- Love of learning, leading to lifelong learning
- Practicing work ethic in an adult environment
- Increased student confidence, self-esteem

A Committed Faculty

- Supported and inspired by its close ties to industry
- Passionate and knowledgeable
- Flexible – able to individualize learning for students

Relationships

- Teacher-student relationships are human, personal
- Students feel valued
- Small class size

The Applied Learning Model, with a focus on technical skill attainment and related concepts, lies at the heart of CTE. Applied learning is what allows CTE to have a positive impact on students, as it helps to ensure student engagement in the learning process and a close relationship with CTE faculty members. Thus, applied learning informs this strategic plan in all its areas.

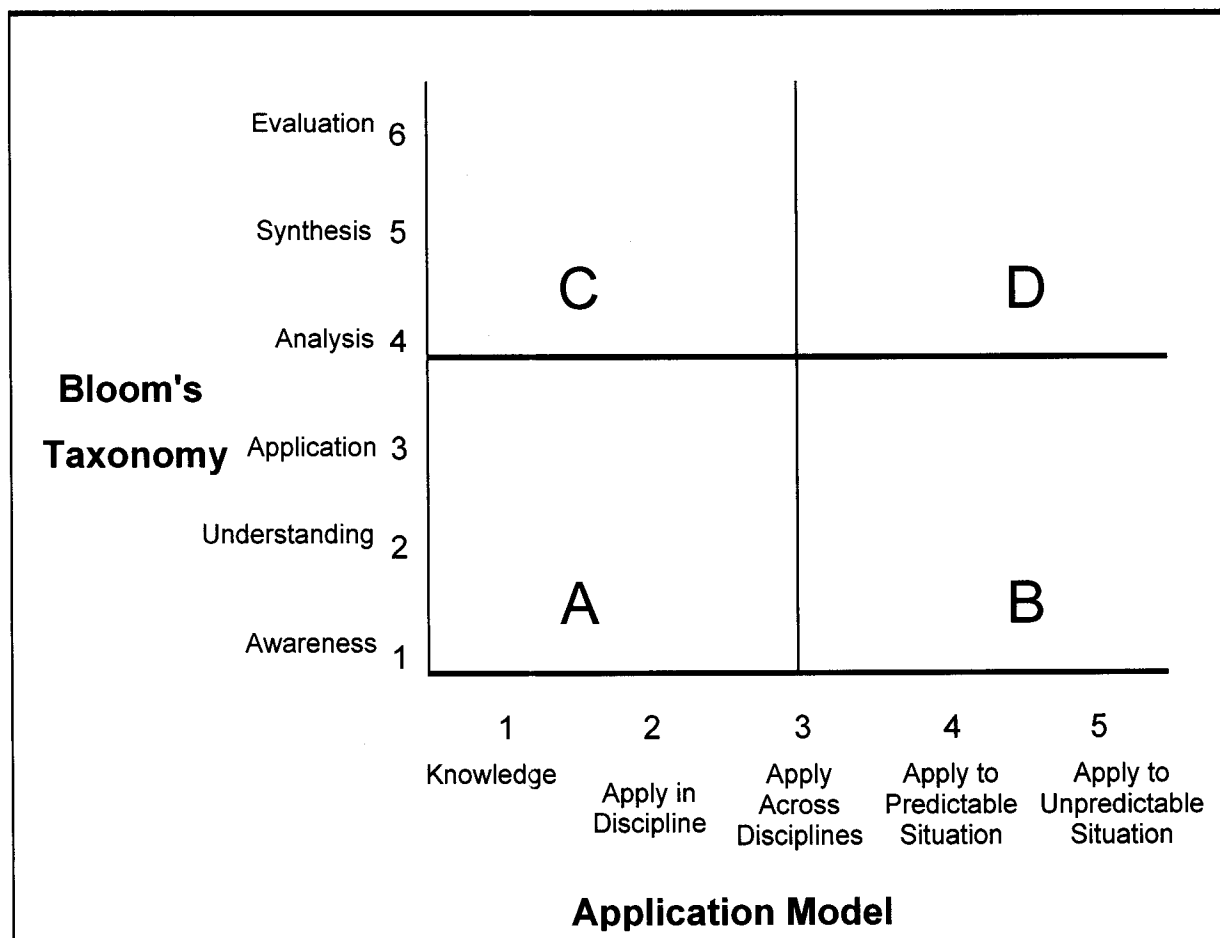
Also informing the plan are the characteristics of the thirty best high schools in the United States as identified in the *Bringing Successful Practices to Scale* initiative conducted by the Council of Chief State School Officers and the International Center for Leadership in Education. Those characteristics are:

- Focusing instruction around student's interests, learning styles, and aptitudes through a variety of small learning community approaches, most commonly academies
- Administrators and teachers share an unrelenting commitment to excellence for all students
- Emphasis on literacy across the curriculum
- A laser-like focus on data at the classroom level to make daily instructional decisions for individual students
- An extraordinary commitment of resources and attention to 9th grade students
- A rigorous and relevant 12th grade year
- High quality curriculum and instruction that focuses on rigor, relevance, relationships and reflective thought
- Solid and dedicated leadership

In order to prepare Maine's young people to live in a technological world and in order to develop a world-class workforce, schools must create a framework in which application skills as well as academic skills are strengthened. Below is the Application Model developed by the International Center for Leadership in Education. This model contains four quadrants, each with different hierarchies of acquisition and application of knowledge. Currently college preparatory

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programs operate in the “C” quadrant and CTE programs operate in the “B” quadrant. The goal for Maine is the preparation of **ALL** students to enable them to function in the “D” quadrant where they will be able to apply knowledge in unpredictable situations. In this report, that will be referred to as Quadrant D Learning.



The Statewide Educational Reform Context:

Participants in the three-day June conference discovered that they were creating their vision for the future of CTE in a complex, many-layered context that includes, among other things, a series of statewide educational initiatives currently underway:

- Chapter 127 implementation, including development of Local Assessment Systems as the basis for student high school graduation.
- Gender Equity Task Force
- Citizenship Education Task Force
- Compact for Higher Education
- Maine *Learning Results* Review process
- P-16 Task Force

- Task Force on Teacher Workload
- Great Maine Schools Project
- Laptop Initiative (MLTI)
- Governor's Economic Development Task Force

As the visioning continued, participants developed a strong consensus that the consolidation of statewide initiatives would be highly desirable, not only for congruency among them all but also for the greater coherence and seamlessness of Maine's educational system itself. That desire became an assumption or premise of the CTE vision and an invitation to all educators – a sort of “Declaration of Interdependence” – and the participants expressed it in this way:

“We strongly recommend that the State of Maine incorporate its educational initiatives, K-16 and lifelong, in a student-centered, statewide, systems-based consolidated plan that is data-driven, accountable, and supported by all stakeholders of the community.”

Moreover, the participants proposed a series of strategies in support of the recommendation which include convening representatives from the initiative groups to identify common themes centered around the latest research (e.g., Willard Daggett's findings), connecting or collapsing multiple initiatives wherever possible, and developing criteria to evaluate educational initiatives; e.g., data-driven/analyzed, student-centered, outcome-based/warranted (measurable), and collaborative.

Integration

Vision Area #2, Integration, is perhaps the most important, yet most difficult vision to achieve. All secondary learning institutions must support the integration of rigorous and relevant career, academic, interpersonal, technical and life skills with applied learning models in all aspects of the teaching and learning process, for all students, at all grade levels. Thus we ensure the greatest probability of success in our students' personal and professional lives.

The State Advisory Committee on Career and Technical Education and the Stakeholder Groups all agreed that there is an urgent need to build an integrated, collaborative, dynamic educational system that provides opportunities for all Maine students. Thus Maine will achieve the vision that each Maine student graduates from high school college ready and able to meet the challenges of a technology-based economy. The Committee also recognized that total integration is a long-term transformational process which has to start now.

Preparing for Implementation:

Among the themes that ran throughout Dr. Daggett's contributions to the CTE process were rigor, relevance, and personalization. In order to bring these core principles of standards-based reform to the educational experience for all students, the Maine Department of Education will encourage and support a new level of innovation—indeed transformation—in our secondary learning institutions. Yet the challenges we face are numerous and formidable. The transformational changes outlined in this report will not occur without the presence of certain contributing factors during the implementation phase:

- Leadership at all levels will need to become familiar with this report and translate the recommendations into concrete actions, including development of sufficient resources;
- The newly formed Secondary Collaborative within the Department will need to overcome the tendency to fragment along the lines of traditional programmatic silos and achieve coherence and efficiency;
- The Maine Association of Vocational Education Administrators (MAVEA) must assume a coordinating and catalytic role: stimulating innovation, identifying and overcoming obstacles, and applying the recommendations of this report to widely divergent local situations;
- Program innovations currently underway, and pilot programs that emerge in the near future, must serve as models for further development. Both Maine DOE and MAVEA will need to ensure that obstacles are identified and addressed successfully; and
- New and creative solutions must be identified to the obstacles in coordination presented by the CTE regional centers, where students come from as many as 23 different sending schools.
- Creative solutions must be developed with regard to current physical structures to limit the impact of physical barriers on the creation of a truly integrated system. Models in other states or countries might serve to stimulate that creativity.

Without the above conditions the recommendations contained in this report may not come to life as envisioned during its development. As is true in any strategic planning process, implementation is key. Toward that end a number of important steps to assist effective implementation are being taken as the strategic visioning process comes to a conclusion:

- The CTE Advisory Committee that has guided the visioning process is being reconstituted, retaining many of its original members but adding representation from high school principals, guidance counselors, content area teachers, business and industry, and higher education, involvement of which will be crucial for effective implementation;
- The reconstituted Advisory Committee has created a framework to establish a core group of subcommittees charged with the further development of action steps, timeline benchmarks, resource needs, and evaluation indicators. These extended implementation supports will be monitored by the Advisory Committee as a whole to ensure progress is both documented and celebrated;
- DOE staff members have begun developing rich case studies and vignettes of innovative programs and practices to help guide the work in local CTE centers and programs. These models for innovation come from both state and national settings; the Maine examples are particularly exciting and potentially powerful since the resource people are close at hand; and

- The context for reform in Maine secondary education institutions will be the subject of a coordinated public information campaign among a group of stakeholder organizations including the Mitchell Institute, the Compact for Higher Education, the Coalition for Excellence in Education, Maine Public Broadcasting, Jobs for Maine's Graduates, and others. This statewide information will assist local educators in creating a more effective context for reform.

Further opportunities for leveraging reform will come about as the rules of the Department of Education pertaining to Career and Technical Education programs (Chapter 232) are revised in the near future. In addition, it appears that the reauthorization of the Perkins Act will add federal support for the types of reform outlined in this report. As Maine develops its next statewide Perkins plan, key themes and strategies contained herein can be interwoven into the framework by which CTE programs obtain some of their financial support. As Maine works to coordinate all programs under the Secondary Collaborative, these additional funding opportunities can be utilized as well to focus applications around CTE and secondary school integration.

Maine is committed to building upon the federal framework and has already increased the rigor of its CTE offerings through the Curriculum Integration Project (CIP), a partnership between MAVEA and the Department of Education. The CIP initiative has increased both academic and technical rigor in Maine's CTE schools and has established state CTE standards that are correlated with national industry standards. These activities have resulted in increased enrollments in CTE programs and increased high school graduation rates for CTE students. Maine's CTE programs provide a strong base upon which to build and improve.

What became clear during the three days of visioning was the vast difference that exists across CTE programs in Maine. Implementation of this series of recommendations will by nature be a very situational undertaking, which is to say that some programs may be ready to consider planning for the creation of a magnet school or pilot career academy structure. Other programs will be at the other end of a continuum of options, ready only to strengthen literacy development planning with sending schools. The key, however, will be to orchestrate local planning processes based on this report, which must lead to the development of an action plan tailored to the needs of each setting.

The Organization of the Plan

The plan is organized around the five areas of the vision for CTE. Within each area, the plan includes these sections:

- A vision statement, in the present tense, following the convention that a vision is expressed as if it were already completed;
- System design elements, strategies, and action steps: the desired changes in the elements of the educational system, followed by strategies to pursue and specific action steps with dates for completion and the names, wherever possible, of groups and individuals who will initiate the action steps.

(Note that the “System Design Elements” differ from area to area, because within each area planners identified just those elements needing enhancement and change. The following is the comprehensive list of Design Elements from which the group worked: educational practice, program design, professional development, structure, students and student services, relationships, leadership, access and equity, and regulation and policy.)

The vision areas in this strategic plan mirror fairly close to the six “Core Principles for Secondary Education Practice in Maine” found in Maine’s high school reform initiative, *Promising Futures, A Call to Improve Learning for Maine’s Secondary Schools*. Working together—students, parents, business people, and educators at all levels—Maine can achieve its goal of bringing quality educational opportunities to each of its students in order to prepare them for the world that lies ahead.

Note 2:

This version of the report includes the work of the statewide CTE Visioning Conference in June 2004, and the refinement and development of that work by the statewide CTE Advisory Committee in six meetings over the course of the summer of 2004. It also includes the feedback from the September 15, 2004 meeting with stakeholders from the summer three-day event. Participants had the opportunity to review the plan, present feedback to it, and identify ways they could contribute to its implementation.

For full documentation of the work of the June conference, please refer to, “A Report on the CTE Visioning Conference: Building a Vision for the Future of Career and Technical Education in Maine.”

Career and Technical Education in Maine

Mission Statement

The mission of Career and Technical Education, as part of the educational system in Maine, is to ensure that students acquire the high-quality technical skills that will prepare them for post-secondary education and entry into an ever-changing workplace and society and meet the rigorous academic standards of Maine's Learning Results.

Our Vision

1. The learning and development needs of students govern educational decisions.
2. All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.
3. All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.
4. Rigorous data analysis drives educational decisions and resource allocation and contributes to continuous improvement.
5. A partnership between education (K-16), business and industry enriches both sectors and informs all students' educational experience.

Vision Area, Strategies and Action Steps

Vision Area #1: A Student-Centered Education

The learning and development needs of students govern educational decisions.

Vision:

We embrace the natural learning capacity and desire for authentic learning that each learner brings to our educational community. We commit ourselves to our students, learning from them and with them, knowing where their passion and talents lie, and providing an environment in which their skills, knowledge, and commitment to life-long learning can grow.

Correlates with *Promising Futures* Core Principles:

Core Principle 1: A safe, respectful and caring environment.

Core Principle 2: High universal expectations with a variety of learning opportunities.

Core Principle 5: Equitable and democratic practices.

Core Principle 6: Coherence among mission, goals, actions, and outcomes.

Maine's CTE schools are small learning communities by virtue of their size and their commitment to student learning. Such communities enable teachers to focus instruction around student learning styles, interests and abilities and to develop a personal relationship with their students as suggested by the *Bringing Successful Practices to Scale* initiative. CTE schools already have a strong base upon which to expand their student-centered focus.

System Design Elements, Strategies, and Action Steps:

Student Centered Education: Design Element A. Educational Practice:

1. Every student benefits from a Personalized Learning Plan (PLP – see *Promising Futures*, Core Practice 6, p. 22) that:

- ***ensures collaboration among students, parents, sending schools and CTE centers;***
- ***is supported by a student portfolio;***
- ***accounts for both academic and technical skills attainment, including literacy; and***
- ***drives transitional services and plans.***

Strategy 1. Develop common format and implementation plans for PLPs that result in differentiated instructional strategies based on student needs and student access to the best programs.

Strategy 2. Ensure that CTE and sending-school teachers receive training in PLP development and implementation.

Strategy 3. Develop and implement protocols addressing:

- Coordination of implementation strategies among schools;

Vision Area #1: A Student-Centered Education

- Commitment to the development of a quality PLP for each student;
- Common format, statewide, for PLPs; and
- Ongoing evaluation and amendment.

Strategy 4. Promote these strategies for support and understanding and involve students who can attest to the value of PLPs.

Action Step a) (Strategies 1-4) CTE centers and regions work with their sending schools to develop and implement PLPs for students.

2. All schools implement (K-12) Comprehensive Guidance Plan per new state model.

Strategy 1. CTE participates in development and implementation (student services).

Action Step a) Ensure CTE representation on statewide Comprehensive Guidance Program Committee.

Action Step b) CTE student services directors and CTE staff develop working partnerships with affiliated schools' guidance counselors to implement the comprehensive guidance model

Strategy 2. Enable Comprehensive Guidance services in Essential Programs and Services that promote integration between CTE and sending schools.

Action Step a) CTE centers and regions work with the MDOE staff and the Maine Education Policy Research Institute to develop an EPS model.

3. All secondary schools implement collaborative (inclusive of students) decision-making models, to include school governance and program implementation.

Strategy 1. Schools (staff, students) receive training in collaborative decision-making models).

Action Step a) Identify best practices.

Action Step b) Train DOE, CTE staff.

Action Step c) Involve CTE Student Organizations such as Skills USA, HOSA, DECA, FFA, etc.

Student Centered Education: Design Element B. Leadership:

Educational leaders emphasize and promote the vision of a student-centered educational system, thereby increasing young people's aspirations, engagement, contributions, and sense of being valued.

Strategy 1. Create a statewide campaign to include students in local and state civic activities.

Vision Area #1: A Student-Centered Education

Action Step a) Link with Citizenship Education Task Force to share resources and promote common vision for youth involvement.

Strategy 2. Connect with “Learn and Serve” and other programs of the Corporation for National and Community Service.

Action Step a) Share service learning concepts with MAVEA and the field.

Strategy 3. Identify “best practices” models and develop grants for creating models of student-centered education.

Strategy 4. Disseminate best practices as called for in Promising Futures Core Principle #5: Equitable and Democratic Practices.

Strategy 5. Identify incentives to achieve student inclusion: e.g., the Perkins Act, scholarships, internships, and awards.

Strategy 6. Promote innovation and student involvement.

Action Step a) **(Strategies 3-6):** CTE center and region leaders include these strategies in their planning discussions.

Action Step b) Promote use of service learning in CTE programs, and train on distinction between community service and service learning.

Action Step c) Recognize CTE student involvement in service learning.

Strategy 7. Enhance non-traditional enrollment.

Action Step a) Rewrite DOE Rule Chapter 232 and the Perkins state plan to require CTE schools to develop methods of improving access and equity, including enhancing non-traditional enrollment.

Student Centered Education: Design Element C. Professional Development:

All teachers use instructional strategies that meet the development and learning needs of individual students.

Strategy 1. Establish a training program in instructional strategies, including individualized and differentiated instruction (developmentally appropriate), multiple intelligences, learning styles and temperaments, literacy issues, universal design, and accounting for personal interests and passion. Training should account for student involvement in the creation and implementation of the plan, how the teacher and the student should work together related to the PLP, and what mutual roles and responsibilities should pertain.

Vision Area #1: A Student-Centered Education

Strategy 2. Identify and promote best practices and models; pilot inclusion models; select one or two initiatives, capture learning, and develop coaching/training resources.

Action Step a) (Strategies 1-2): Encourage state, regional, and local professional development programs to include strategies to: a) meet the development needs of all students and b) encourage students' involvement in decision-making.

Student Centered Education: Design Element D. Regulation and Policy:

Students participate in developing policies and procedures in local SAUs and centers, stakeholder groups, and statewide initiatives.

Strategy 1. Promote youth inclusion policies that support student participation in developing policies and procedures. employ a network of CTE student organizations to engage and represent students in statewide initiatives; establish a recognition program.

Action Step a) Work with CTE student organizations to promote student involvement in governance and decision-making in various organizations. Identify best practices and pilot inclusion programs.

Vision Area #2: Integration

All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.

Vision:

All secondary learning institutions, including CTE and sending schools, encourage and support the integration of rigorous and relevant career, academic, inter-personal, technical, and life skills with applied learning models in all aspects of the teaching and learning process, for all students at all grade levels. Thus we ensure the greatest probability of success in our students' personal and professional lives. In appreciation of each individual's strengths, interest, and limitations, our schools support all students in building social, academic, and technological literacies that will serve them throughout their lives.

Note: This area now includes many strategies originally suggested as a separate area, "Rigorous Expectations."

Correlates with *Promising Futures* Core Principles:

Core Principle 1: A safe, respectful and caring environment.

Core Principle 2: High universal expectations with a variety of learning opportunities.

Core Principle 3: Understanding and actions based on assessment data.

Core Principle 4: Teacher practice which values and builds upon the contributions and needs of each learner.

Core Principle 5: Equitable and democratic practices.

Core Principle 6: Coherence among mission, goals, actions, and outcomes.

The State Advisory Committee on Career and Technical Education and the Stakeholder Groups all agree that there is an urgent need to build an integrated, collaborative, dynamic educational system that provides opportunities for all Maine students. Thus Maine will achieve the vision that each Maine student graduates from high school college ready and able to meet the challenges of a technology-based economy. The Committee also recognized that total integration is a long-term transformational process. CTE programs must continue to educate students as schools transform. Therefore, short-term strategies must be in place to accommodate the educational needs of students as well as the demands of postsecondary institutions and the workplace as this process evolves. The strategies for integration outline short and long-term actions that will address existing structural barriers that may hinder progress toward the ultimate goal of integration.

System Design Elements, Strategies, and Action Steps:

Integration: Design Element A. Educational Practice:

CTE instructors, in partnership with their affiliated high school teachers, understand and deliver academically and technically rigorous curricula and assess student achievement of MLR and technical skills according to rigorous technical criteria. Collaboration builds a bridge between CTE schools and high schools and informs the long-term integration process through collection and dissemination of models and best practices. Sending schools share the responsibility of ensuring successful integration in all respects.

Strategy 1. Promote integration with local high school reform efforts underway, including; Promising Futures, Center for Inquiry on Secondary Education (CISE), Great Maine Schools, etc.

Action Step a) Define core CTE curriculum, including both academic and technical outcomes:

- i) Form CTE/LAS workgroup by September 1 and report preliminary findings at October 8, 2004 conference.
- ii) Update Warranted List. (The Warranted List consists of the MLR performance indicators that the CTE schools teach and assess as part of their programs of study.)

Action Step b) Form workgroup, including MAVEA CIA Committee, DOE, sending-school teachers, and CTE teachers.

- i) Decide which technical standards level to use (state or national).
- ii) Develop and implement guidelines for academic integration into CTE programs.
- iii) Create implementation plan for guidelines.
- iv) Train teachers.

Action Step c) High School Summit Group continues meeting to identify collaborative activities toward greater integration.

Strategy 2. Engage academic teachers to work with CTE program instructors and students to deliver integrated and supportive instruction, curriculum, and assessment that enhance academic rigor and MLR coverage

Action Step a) Include support for strengthening academic content in CTE programs and through more integrated efforts with sending schools and districts through an Essential Programs and Services model and revision of Chapter 232.

Action Step b) Review certification rules to support integration.

Action Step c) CTE centers engage academic teachers from their sending schools to collaborate on program and curriculum design, enhancing the presence of academics in the technical curriculum, and to develop units and models that inform integration efforts over time and suggest best practices and models for future structural integration.

Vision Area #2: Integration

Action Step d) A cadre of academic teachers employed in CTE schools and sending schools will work together to achieve common statewide integration goals and practices.

Integration: Design Element B. Program Design:

Program design accounts for rigor and relevance in CTE schools and high schools, and expectations of CTE teachers and students are clear with respect to MLR and technical standards. All schools develop curricula that ensure alignment of academics, Personal Learning Plans (PLPs), career/professional content and orientation, business and economic development influences, and higher education.

Strategy 1. Develop core CTE program curricula comprising career interests, technical content and academics: i.e.

- Use technology to perform workplace tasks and projects;
- Demonstrate understanding of technical concepts, principles and procedures;
- Read, understand and communicate in the language of their career fields; and
- Use mathematical reasoning and understanding to solve problems in a career field.

Short-term strategies, CTE-based:

Strategy 2. Clarify and enable direction on national or industry vs. state technical standards.

Strategy 3. Identify, adapt, or develop integrated curricula.

Action Step a) (Strategies 1-3) Design exemplary integrated programs/models – promote specific models by 2006-07 school year.

Action Step b) Continue developing CTE program quality standards, including industry benchmarks, and complete rule making (Ch. 232).

Action Step c) Identify and assimilate past related efforts and findings into foundational document, to include DACUMs, PATHS integration research, Warranted Lists, etc.).

Strategy 4. Clarify the role and extent of academics in CTE programs.

Action Step a) Participate in the Local Assessment System Implementation Study (LASIS) in 2004-2005 to study the effects of the current LAS on CTE students.

Action Step b) Conduct action research with several CTE centers and regions and their affiliated school units to determine current possibilities for CTE participation in sample LASs given LAS Guidelines.

Vision Area #2: Integration

Action Step c) Use the action research to develop action plans that assure the greatest collaboration between CTE and sending schools so that the CTE work will be accepted as part of the Local Assessment Systems.

Action Step d) Align language in statute and rule related to MLR in the CTE programs and the Local Assessment System (LAS).

Action Step e) Create “Guidelines for Academic Integration in CTE Programs.” 5

Action Step f) Develop Version 2 of CTE Program Warranted Lists of MLR.

Action Step g) Develop Curriculum Instruction and Assessment for warranted list of MLR.

Action Step h) Develop and implement Content Area Literacy program over next two school years (2004-05 – 2005-06) in all CTE programs.

Long-term strategies:

Strategy 5. Explore, identify, and/or develop various models, such as interdisciplinary looping teams or multi-grade teams, magnet schools, carrier cluster approaches, pathways, etc, all leading to incorporating integrated academic and career/technical curricula. *See addendum for some models.*

Strategy 6. Enhance CTE integration throughout MLR content areas as appropriate; create career/work-related performance indicators and related performance-based assessments in all content areas.

Strategy 7. Consider and implement structural, system-wide integrated education models per vision, with strong higher education, business, and economic development participation in program design.

Action Step a) **(Strategies 5-7)** Design by career cluster/area of interest/thematic approach with an increasing focus on careers through grade level progression (wide focus grade 9, specialize by grade 12, with post-secondary education path).

Action Step b) Work with NEASC to include affiliated CTE schools in the accreditation process for Maine High Schools.

Action Step c) Encourage pilot experimentation on partnerships and other structures/models that integrate CTE and academics through grants and other means.

Action Step d) Charge a new group, including the Maine Department of Education Secondary Collaborative, MPA, and MAVEA, to identify, evaluate, and recommend models for implementation leading to secondary school transformation and create external stakeholder advisory group, as appropriate.

Vision Area #2: Integration

Integration: Design Element C. Leadership:

Educational and business leaders at all levels value integrated curriculum in all program areas and promote this vision statewide.

Strategy 1. Promote the need for change and integration at state, regional, and local levels. Promote our fundamental beliefs, values, and attitudes, and then suggest how to make the changes.

Action Step a) Identify specific state and local opportunities to promote integration of academics in all CTE program areas. Include high school principals in particular, and emphasize the rationale for change and the value to all stakeholders.

Action Step b) Develop a communications plan, to include conferences, list-serves, newsletters, affiliations, etc.

Action Step c) Provide “How to lead toward transformational change” training for MAVEA and MPA, to include this vision (as “requirement”).

Strategy 2. Ensure integration with *Learning Results* general work, and the *Learning Results* revisioning process, within the department and with stakeholders.

Action Step a) Educational leaders shall encourage and support the continued alignment of MLR with individual program competencies for all program areas.

Strategy 3. Develop incentive grant programs to encourage further high school/CTE integration, at schools or through school partnerships based on criteria and outcome measures that assure alignment with state expectations and goals.

Action Step a) Maine Department of Education staff works with curriculum integration stakeholders to take advantage of enabling grant opportunities.

Integration: Design Element D. Structure:

Facilities and other structural elements reflect and promote a commitment to curriculum integration.

Strategy 1. Charge a new group, including the Maine Department of Education Secondary Collaborative, MPA, and MAVEA to identify, evaluate, and recommend models for implementation leading to secondary school transformation and create external stakeholder advisory group, as appropriate.

Strategy 2. Establish common scheduling and unified professional development activities among CTE centers and affiliated units, as well as collaborative curriculum and assessment development.

Action Step a) (Strategies 1-2): Implement MAVEA long-range plan. *DOE and MAVEA, start in January 2005 and ongoing*

Action Step b) Complete rule-making process for common regional calendars.

Vision Area #2: Integration

Strategy 3. Enhance SISME, CTE's student information system, to include student performance data on literacy and other aspects of integration.

Action Step a) Determine and develop related SISME capabilities and protocols.

Strategy 4. Ensure that the Essential Programs and Services (EPS) model supports CTE/Academic integration and bold new models that support this vision.

Action Step a) Form MAVEA EPS ad hoc committee to inform EPS process.

Integration: Design Element E. Relationships:

Strategy 1. Promote CTE/HS integrated vision and intentions with major educational stakeholders over the next year (CTE-MAVEA, Maine School Management Association, Maine Principals' Association, Maine LEAD, guidance groups, Maine Math and Science Alliance, Maine Administration of Services for Children with Disabilities, etc.).

Action Step a) Make presentations regarding vision to identified groups at regional and statewide conferences.

Strategy 2. Engage the Center for Inquiry on Secondary Education, Great Maine Schools, post-secondary education, etc. to achieve integration over time.

Strategy 3. Enhance integration among Maine Department of Education Standards, Assessment, and Regional Services Team, CTE Team, Adult Education, and other interdepartmental teams.

Action Step a) (Strategies 2-3): DOE convene meetings with DOE staff and CISE to begin discussions on identification, development, and implementation of integration activities.

Action Step b) CTE educators join their affiliated districts' staffs to attend January 24 and 25, 2005 symposium on the future of education. Ask for this participation in the Commissioner's letter announcing the symposium.

Action Step c) Invite SARS consultants to Skills USA conference in March 05 and to other related events (HOSA, FFA, etc.).

Action Step d) Invite SARS consultants to tour CTE centers in their regions.

Action Step e) Expand career pathways, dual credit, and early college options.

Strategy 4. Expand core-academic representation on CTE Advisory Committee.

Action Step a) Identify academic representatives and appoint to SACCTE.

Vision Area #2: Integration

Integration: Design Element F. Access and Equity:

Strategy 1. Ensure effective and frequent articulation, co/dual enrollment with higher education.

Action Step a) Re-write Chapter 232 of the DOE Rules and the Perkins State Plan to require CTE schools and post-secondary educational institutions to develop methods of integrating programming, improving seamless transitions, dual enrollment and articulation, etc.

Action Step b) Work with Maine Community College System Tech Prep coordinators to create goals for, and to plan and implement, an enhanced articulation/Career Pathways/early college/dual enrollment initiative.

Integration: Design Element G. Professional Development:

Strategy 1. Ensure alignment of vision/goals/realities with teacher preparation programs (general academic *and* CTE).

Action Step a) Form alliance with higher education organizations to ensure that curriculum design for teacher preparation programs includes courses that align with CTE school curriculum.

Action Step b) Identify relevant pre-service institutions and programs and form a workgroup to contact the organization(s) identified and begin work on relevant curriculum.

Strategy 2. Develop and/or engage existing Literacy/Reading in the Content Area workshops, include School Based Learning Teams (SBLT).

Strategy 3. Encourage CTE instructors to expand their knowledge of academic disciplines related to their fields. Provide opportunities to access both pre-service and in-service academic courses related to their fields.

Action Step a) **(Strategies 2-3)** Convene the School Based Learning Teams and provide sessions on teaching literacy in the content area.

Strategy 4. Determine in-service professional development program to be commonly implemented inclusive of both CTE and high school staff, incorporating common calendar and regional innovations.

Action Step a) Form an ad hoc committee with Maine Principals Association (MPA), Maine School Management Association (MSMA) and Maine Association of Vocational Education Administrators (MAVEA) to determine program and innovations.

Vision Area #2: Integration

Integration: Design Element H. Regulation and Policy:

Strategy 1. Review and revise existing policies to facilitate integration.

Action Step a) Complete the rulemaking process on Chapter 232.

Action Step b) Convene a workgroup comprised of MDOE staff, CTE practitioners and representatives from the Maine Education Policy Research Institute to begin working on the CTE model for Essential Programs and Services. This model will reflect the goals and objectives of the CTE Strategic Visioning Plan.

Action Step c) Form a planning committee comprising MAVEA, adult education and community college representatives, then rewrite Perkins State Plan for CTE.

Vision Area #3: Literacy

All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.

Vision:

We support all students in achieving the level of literacy (prose, documentary, and quantitative) they need to be successful in their chosen field(s) of study. Explicit instruction in general literacy strategies and those specific to the discipline is central to the pedagogy and curriculum of all courses. We recognize students' strengths and prior knowledge and engage them in creating meaning and applying higher-order thinking skills. We regularly assess students' levels of literacy and use them to guide further instruction and support. Students regularly apply literacy skills as they research areas of interest, learn new concepts and skills, and solve real problems.

Correlates with *Promising Futures* Core Principles:

Core Principle 2: High universal expectations with a variety of learning opportunities.

The High Schools That Work model stresses literacy and numeracy:

“School leaders and more career/technical teachers at high-implementation schools understand that the purpose of high school career/technical education studies is to produce graduates who can demonstrate the following technical literacy knowledge and skills:

- use technology to perform workplace tasks and projects;
- demonstrate understanding of technical concepts, principles and procedures;
- read, understand and communicate in the language of their career fields; and
- use mathematical reasoning and understanding to solve problems in a career field.”

System Design Elements and Strategies:

Literacy: Design Element A. Educational Practice:

All students develop the skills necessary to interpret and apply both print and non-print materials used in their learning.

Strategy 1. Define “literacy” for the purposes of this plan.

Action Step a) CISE works with MAVEA Curriculum Committee to define “literacy” and will consider reading, writing, technological literacy, quantitative literacy – and relate to general academic fluency.

Strategy 2. Emphasize content specific literacy skills in all curriculum, instruction, and assessment, K-12.

Vision Area #3: Literacy

Strategy 3. All high school and CTE educators evaluate and refine their current course content and instructional program and incorporate best literacy practices.

Strategy 4. Educators use student literacy assessment data to adjust instruction at individual, class, and program levels.

Action Step a) (Strategies 2-4): Develop a comprehensive state plan K-12. Practices to be realized through Literacy Design Element F: Professional Development.

Strategy 5. Establish a common literacy assessment

Action Step a) Determine purpose for and adopt Lexile and/or other related standards and measures for CTE, statewide.

Action Step b) CTE uses common assessment tools (e.g. SRI) to assess student performance.

- i) Purchase software or other assessment tools;
- ii) Train test administrators;
- iii) Partner with CISE;
- iv) Provide systematic listing and scoring information; and
- v) Visit leading schools.

Literacy: Design Element B. Program Design:

CTE curriculum and instruction reflect revised Maine Learning Results (MLR) standards and evolving literacy demands of the workplace.

Strategy 1. Ensure that CTE educators and representatives of business and industry participate in the review of MLR.

Strategy 2. Upon completion of MLR review, ensure that local curriculum and instruction is aligned.

Action Step a) (Strategies 1-2): Support the revision of the MLR.

Literacy: Design Element C. Leadership:

Educational leaders emphasize literacy skill development for all students and provide for collaboration and coordination among educators.

Strategy 1. Encourage CTE advisory boards to include, as a regular agenda item, analysis of student literacy achievement data and improvement of literacy development programming.

Strategy 2. Engage state-level leadership groups (conferences, institutes, etc.) in the promotion of the vision and build awareness of the need for formal literacy programs.

Vision Area #3: Literacy

Action Step a) (Strategies 1-2): Plan professional development program on literacy education.

Action Step b) Promote literacy initiative through support of Promising Futures Academies and with major stakeholder groups such as the Maine School Management Association, the Maine Principal's Association, etc.

Action Step c) Include "literacy in the content area" as part of Chapter 232.

Strategy 3. State-level leaders and policy makers develop rules and regulations that remove barriers inhibiting implementation of the vision.

Action Step a) Review and revise existing laws, regulations, and policies to support realization of the vision.

Literacy: Design Element D. Students and Student Services:

CTE schools provide student services that account for the range and diversity of literacy skills required of all students for success in the 21st-century workplace.

Strategy 1. Student services staff shall engage in professional development that provides CTE teachers the knowledge and skills to create personalized educational programming and career counseling services.

Action Step a) Convene SBLTs and provide decisions on creating personal learning plan (PLP) and career counseling services.

Strategy 2. Student services staff shall establish working relationships with area business and industry representatives to remain current in the literacy demands of the workplace.

Action Step a) Encourage all instructors to convene their program advisory committees on a regular basis and discuss literacy demands as they pertain to their specific technical program. *MAVEA*.

Literacy: Design Element E. Relationships:

CTE and sending high schools create the connected relationships necessary to ensure content specific literacy, with a deep appreciation and respect for the importance of literacy in their content areas. Cooperative and program advisory boards understand the importance of literacy and support related activities.

Strategy 1. CTE and high school teachers shall identify and use common assessment tools to determine/diagnose each student's general and content specific literacy. Monitor State of Maine Board of Education's regional diagnostic assessment programs.

Strategy 2. CTE and high school teachers shall develop processes to share assessment data and modify instruction based on findings of the data.

Vision Area #3: Literacy

Strategy 3. CTE and high school teachers shall engage in common/shared professional development. *Promising Futures, administrators, etc.*

Action Step a) (Strategies 1-3) Host high school teachers at CTE schools to develop joint adolescent literacy initiatives.

Action Step b) Use ATM or other technology resources as a delivery method for follow-up literacy meetings.

Strategy 4. CTE cooperative and program advisory boards shall be educated about and, as appropriate, educate CTE educators about, literacy in the technical program content areas, and local and statewide initiatives.

Action Step a) CTE team presents at board meetings to create awareness, communication and cooperation.

Strategy 5. Assure that effective literacy instruction is a component of supervision and evaluation.

Action Step a) Provide professional development to administrators to evaluate instructional effectiveness of literacy programs.

Literacy: Design Element F. Professional Development

CTE centers across Maine provide high quality literacy programming by offering professional development in literacy.

Strategy 1. MAVEA identifies literacy development as a high priority action area for all CTE centers in *all* regions of Maine.

Strategy 2. Effective program delivery options are employed to provide professional development in literacy across Maine.

Action Step a) (Strategies 1-2): Promote and provide professional development in literacy education using School-based Learning Teams (SBLTs).

Action Step b) Create CTE Literacy plan. *Norm Higgins,*

Action Step c) Form think tank to define literacy and form the literacy plan leading to Task Force in Spring 2005.

Action Step d) Adolescent literacy is a key theme in statewide summit.

Action Step e) Adolescent Literacy is one of three key strands with Core Curriculum and laptops at Spring Forum.

Vision Area #3: Literacy

Action Step f) Develop RFP to support CTE centers on high school/CTE collaboration to include literacy

Action Step g) Promising Futures Summer Academy is open to all high schools and CTE schools and focuses on the relationship between technology and literacy.

Action Step h) Introduction to adolescent literacy – Three regional professional development series.

Action Step i) Research on literacy work in Maine schools.

Literacy: Design Element G. Structure

CTE centers have the resources necessary to further literacy in the technical content areas.

Strategy 1. Consider the staffing implications of the emphasis on literacy – e.g., hiring and/or coordinating with literacy specialists. Long-term actions include the following:

Action Step a) Make literacy education a statewide initiative.

Action Step b) Ensure that CTE centers serve as hubs for literacy efforts.

Action Step c) Ensure that PLPs account for literacy development.

Action Step d) Match Lexile and/or other literacy levels with career track and educational performance.

Action Step e) Determine where and how to teach literacy more effectively.

Vision Area #4: Data Analysis

Rigorous data analysis drives educational decisions and resource allocation.

Vision:

All decisions and allocations of resources are based on rigorous analysis of relevant data to ensure that all Maine students benefit to the fullest extent.

Correlates with *Promising Futures* Core Principles:

Core Principle 3: Understanding and actions based on assessment data.

The research on the 30 great schools initiative (*Bringing Successful Practices to Scale*) showed that teachers used data to “analyze where students’ present performance levels are, how those performance levels compare to the instructional materials students use in the classroom, and the performance levels required by students once they graduate from high school.”

System Design Elements, Strategies, and Action Steps:

Data Analysis: Design Element A. Educational Practice:

Instruction reflects students’ individual learning styles, aptitudes, interests, and achievement levels based on relevant data.

Strategy 1. Based on research data, enhance instructional practice to reflect students’ individual learning styles, aptitudes, interests, and achievement levels.

Action Step a) Develop a comprehensive student assessment system, including SISME, which supports individual student and programmatic success.

Consider:

- i) Incoming student data and student exit data;
- ii) Ongoing use of data to inform the instructional process and align resources to support continuous improvement; and
- iii) Ability to aggregate and disaggregate data into various sub-categories.

Data Analysis: Design Element B. Program Design:

Curriculum development is informed by a variety of assessment data and consultation with partners, and is aligned with student interests and business/post-secondary requirements.

Strategy 1. Establish rigorous program benchmarks, accounting for characteristics, standards and outcomes. These include: skills based on national industry standards, academic outcomes, graduation rates, postsecondary and career success, and collaboratively determined outcomes.

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Vision Area #4: Data Analysis

Action Step a) Design and implement a systematic approach (design SISME) for the aggregation and disaggregation of data to inform individuals and programs in support of continuous improvement.

Strategy 2. Use student success in higher education and in the marketplace as a measure of program efficacy.

Action Step a) Develop and implement 1, 3, and 5-year graduate follow-up protocol; define in Perkins plan.

Action Step b) Create clearing house or related data sharing protocol and organize in a useful way related to stakeholder interests.

Action Step c) Collect, analyze, and use data in a timely manner to allocate and re-allocate resources, both human and financial, to ensure continuous improvement in all students.

Strategy 3. Review course offerings annually to determine if they are meeting labor market needs.

Action Step a) Review labor market information supplied by MDOL.

Action Step b) Meet annually with Program Advisory Committees (PAC) to identify needed changes in course offerings.

Data Analysis: Design Element C. Leadership:

State and local leaders use data to foster a climate of educational innovation.

Strategy 1. Establish policies that encourage, not constrain, innovation and flexibility.

Action Step a) Provide leadership at state and local levels to foster a climate of innovation regarding data-driven continuous improvement.

Action Step b) Ensure that new or existing policies, regulations, and laws allow for related, effective collection and sharing of relevant data.

Data Analysis: Design Element D. Relationships:

All constituencies – CTE programs/centers, sending schools, parents, students, state leaders, post-secondary educators, employers – share data regarding student progress and accomplishments.

Strategy 1. Enhance MEDMS to incorporate data analysis among education partners and experiences for *all* students, K-16.

Vision Area #4: Data Analysis

Action Step a) Establish a mechanism to ensure the ongoing collection, analysis, and dissemination of data to stakeholders for the purpose of continuous improvement.

Strategy 2. Ensure that data collected can allow multi-level coordination and continuity, K-16 (articulation, early college, etc).

Action Step a) Establish a partnership with stakeholders to collect, analyze, and disseminate data in order to support continuous improvement for all students.

Action Step b) (Strategies 1-2): Share assessment data with all stakeholders, including CTE program staff, center and region directors, students, parents, cooperative board members, superintendents of sending school districts, etc.

Action Step c) (Strategies 1-2): Enable SISME and MDOE data platforms to share information (MEDMS, EF-V 116, 121, etc.).

Data Analysis: Design Element E. Professional Development:

Professional development programs and activities target key areas and measure progress, based on a wide variety of data sets and sources.

Strategy 1. Align professional development curricula with state and local goals and objectives.

Action Step a) Provide time for professional development outside the school day/year to minimize adverse impact on student learning time.

Action Step b) MAVEA consults with DOE/MEA to stay current and relevant with ongoing initiatives.

Action Step c) CTE staff receives training on best practices on using data to improve instruction and assessment.

Strategy 2. Provide ongoing staff development in data collection and analysis.

Action Step a) Contract with service providers to develop and deliver relevant Training.

Action Step b) Build a capacity for staff to collect and analyze data and to make informed, data-driven decisions about individuals, groups, and programs.

Action Step c) Ensure that professional development addresses ethical and responsible behaviors in collecting, analyzing, and distributing data.

Action Step d) Explore possibilities to pool and integrate staff development funds to develop models for the collection and analysis of data that support continuous improvement.

Vision Area #4: Data Analysis

Action Step e) Provide time for professional development outside the school day/year to minimize adverse impact on student learning time.

Vision Area #5: Partnership

A partnership between education and business and industry enriches both sectors and informs all students' educational experience.

Vision:

A collaborative partnership of education (K-16), business, and industry creates a highly responsive and flexible relationship that meets the demands of an ever-changing environment through shared resources and technological links. CTE is an incubator for products and processes, and business is an incubator of CTE programs, with training sites shared among businesses, industries and education. Collaboration among academic and CTE teachers and those in business and industry creates a two-way street for all across the whole educational spectrum.

Correlates with *Promising Futures* Core Principles:

Core Principle 5: Equitable and democratic practices.

“Successful school-business partnerships start with matchups among entities that share potential benefits from advancing the prospects of students and adding practical value to their educational experiences. Obviously, there is much to be gained by bringing prospective partners together for the benefit of the community at large.” *Education as a Business Investment*, Willard R. Daggett, EdD, Benedict Kruse, Gary M. Fields, PhD

System Design Elements, Strategies, and Action Steps:

Partnerships: Design Element A. Leadership:

Proactive collaboration informs the leadership among educators, business leaders, and economic development practitioners, who share a statewide vision of Maine's future and are committed to transformation in education and its effect on Mainers.

Strategy 1. Develop a marketing/information-sharing plan.

Action Step a) Identify partners – Establish the venue for partnerships, then issue a joint invitation to a statewide meeting.

Action Step b) Convene a planning committee for the meeting.

- i) Identify return on investment (for partners);
- ii) Explain the need for partnerships—why is it important;
- iii) Describe the roles of the partners;
- iv) Identify the protocols for the partnerships.

Action Step c) Obtain support of the Governor and Legislature.

Action Step d) Research successful practices around the state, region and country, and put best practices on web sites.

Strategy 2. Expand local program advisory committees to include broad participation by new and emerging businesses and related fields, and clarify roles and responsibilities of program advisory committees to ensure their efficacy.

Action Step a) Include related expectations in revision of DOE Rule Chapter 232 with input from advisory board representatives and other partners.

Partnerships: Design Element B. Structure:

Financial arrangements, facilities, and committees are aligned with the vision for education and economic development in Maine and serve as enhancements to more effective partnerships, which in turn strengthen the educational structure.

Strategy 1. Establish a fast-track approval for CTE programs that align with state and regional economic development priorities.

Strategy 2. Make regulatory changes to foster more effective partnerships (e.g., Perkins State Plan, Chapter 232 of DOE rules).

Action Step a) **(Strategies 1-2):** Revise Chapter 232, to include fast-track program approval for Programs that meet economic development priorities, and expansion of program advisory committees.

Strategy 3. Develop more cross-representation on key boards and committees, locally and statewide.

Action Step a) Convene a work group to establish a protocol for organizing a contact list and calendar so that educators know when business/economic development groups meet. Disseminate list/calendar to educators and local schools.

Strategy 4. Develop training opportunities to be shared across business/industry and education.

Action Step a) Provide opportunities for all students and educators to access mentors or mentoring relationships in the community.

Partnerships: Design Element C. Relationships:

Relationships between people in business/industry and educators are highly responsive and flexible. These relationships are felt in levels of local government that affect the educational system, including local school boards, town councils, etc.

Strategy 1. Ensure the involvement of business and industrial leaders in the educational community.

Action Step a) Identify state associations that relate to cluster groups—match associations to programs at CTE schools. (See page 36 for partial list)

Action Step b) Select members from associations to work with programs.

Action Step c) Strengthen and expand superintendents' advisory boards and program advisory committees to include association members.

Action Step d) Ensure that the partnerships are informed by research and development.

Action Step e) Provide grants that enable partnerships and collaboration.

Action Step f) Celebrate successful partnerships—the Governor could establish awards for business/education partnerships and have a special awards day to recognize them. .

Action Step g) Involve state and local Chambers of Commerce – identify partners

- i) have agenda – ongoing to interface with local education counterparts both CTE and Academics to address business and industry needs of education; and
- ii) establish media outlet.

Strategy 2. Ensure the participation of business and industry in local educational governance.

Action Step a) Create a plan to enhance presence of business and industry in education-related groups above

Action Step b) Identify key messages, media, and resources to share with school boards and town councils.

Partnerships: Design Element D. Professional Development:

Professional development programs offer opportunities for shared learning across education, business and industry, and economic development.

Strategy 1. Develop training programs and activities that attract educators and those in business/industry; offer opportunities for collaboration.

Action Step a) Increase the number of CTE technology updates and bring business/industry representatives to them.

Action Step b) CTE teachers attend industry training programs where offered (i.e. Ford Motor Co. bringing automotive teachers to their plant for updates) to keep up with industry changes.

Action Step c) Develop a calendar with at least two statewide professional development days for all teachers.

Partial list of stakeholder associations and institutions

Business and Industry candidates:

Engineering/Manufacturing and Industrial Technology *Maine Metal Products Assoc.*

Building Trades/Contracting *ABC-Tim Walton? Cianbro*

Health Sciences

Business Management-Marketing technology *MBNA*

Natural Resources and Agriscience Industries *Idexx*

Arts and Communications

Small Business Association

Travel/Tourism/Hospitality *Maine Innkeepers Assoc.*

Law Enforcement

Auto/transportation *Winn Dodge*

Information Technology *Verizon?*

Economic Development

Department of Economic and Community Development: Jeff Sosnaud

Economic Development Council of Maine: Mike Duguay

Maine State Chamber: Chris Hall

Maine Jobs Council/Labor: Commissioner Laura Fortman

Maine Human Resources (HR)

Small Business Development Centers: John Massaua

STATE ADVISORY COMMITTEE ON CAREER AND TECHNICAL EDUCATION

Ms. Joanne Allen
School Finance Consultant, MDOE

Don Cannan, Director
Lewiston Regional Technical Center

William Cassidy, President
Washington County Community College

Norm Higgins
Center for Inquiry on Secondary Education

Laurie Lachance, State Economist
State Planning Office

Craig Larrabee
Jobs for Maine's Graduates

Geoffrey Nelson, Instructor
Westbrook Regional Vocational Center

Jack Norris, Member
State Board of Education

Graham Nye, Superintendent
MSAD #40

David W. Ouellette, Principal
Caribou High School

Scott Phair, Director
Capital Area Technical Center

Shelley Reed, Coordinator
Truancy, Dropout, Alternative &
Homeless Education, MDOE

Valerie Seaberg, Team Leader and
Policy Director, MDOE

Jackie Soychak, Team Leader and Policy
Director, MDOE

Jim Rog
Human Development, UMaine

CORE PLANNING GROUP AND COMMITTEE MEMBERS

Patrick Phillips, Deputy Commissioner
Department of Education

Tim Hathorne, Director
Mid-Coast School of Technology

Yvonne Davis, Director
Career and Technical Education, MDOE

John Stivers, Curriculum Coordinator
Career and Technical Education, MDOE

GLOSSARY

- ATM—Asynchronous Transfer Mode
- CAR—Consolidated Annual Report
- CCD—Center for Career Development
- CCQUIMS—Comprehensive Continuous Quality Improvement Monitoring System
- CIP—Curriculum Integration Project
- CTE—Career and Technical Education
- CIA—curriculum, instruction and assessment
- CISE—Center for Inquiry in Secondary Education
- CTESOs—Career and Technical Education Student Organizations
- DACUM—Developing a Curriculum
- DECA—student organization for Marketing Education students
- DOE and MDOE—Maine Department of Education
- EPS—Essential Programs and Services
- FFA—student organization for agriculture and natural resources students
- HOSA—Health Occupations Students of America
- KIDS Consortium—Kids Involved Doing Service
- LAS—Local Assessment System
- Maine LEAD—Maine Education Leadership Consortium
- MAVEA—Maine Association of Vocational Education Administrators
- MEA—Maine Education Association
- MEDMS—Maine Education Data Management System
- MIS—Management Information System
- MLR—Maine Learning Results
- MPA—Maine Principals Association
- MSMA—Maine School Management Association
- MSSMA—Maine School Superintendents Association
- NEASC—New England Association of Schools and Colleges
- PAC—Program Advisory Committee
- PLP—Personal Learning Plan
- SARS—State Assessment and Regional Services
- SBLT—School-Based Learning Team
- Skills USA—student organization for all CTE students
- SISME—Student Information System for Maine
- SRI—Scholastic Research Institute

COLOR CODE:

Visions - Red

Design Elements – Dark Red

Strategies – Blue

Action Steps – Green

Appendix E

Chapter 237: "LIVE OR OUTSIDE WORK"

Summary: In order to provide practical experiences to vocational students, it is sometimes necessary to obtain work from outside the school community. The primary goal of the live work process is to enhance the educational offerings of vocational/ technical programs so that students can reach and master the competencies in a specific vocational area. However, schools must not compete unfairly with the private sector.

1. Definition

Live or Outside Work

An actual work situation as opposed to a practice piece. Practice pieces are normally torn down after construction or service. (Example: the building of a structure for use by a person or agency or the repair of an automobile or electrical appliance for use by a consumer is a live work project.)

2. Local Requirements for "Live or Outside Work"

When conducting live work or bringing school-based enterprise projects into the curriculum, schools must work with the local program advisory committees. Schools must obtain support and leadership from the business community to avoid any unreasonable negative impact on private business. Together they should establish a formal process for problem solving and dispute resolution, and develop accountability systems that can measure and evaluate the operation, effectiveness, and business and community roles of these enterprises and activities.

- A. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a program advisory committee with broad representation of business and industry, to include the full range of sizes of the businesses in the area. The majority of members of the program advisory committee must come from the private sector.
- B. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a live work policy in place. An established live work policy will:

1. insure that all expenditures and receipts are thoroughly accounted for
 2. include a local grievance procedure
 3. state that work will be accepted in a manner that will best enhance the present learning objectives of the students
 4. identify in writing who may qualify to request/receive live work products or services
- C. The appropriate program advisory committee and the governing board of the schools must approve each live work policy.
- D. Policies and procedures for administering “live work” must be filed with the Maine Department of Education for its review to assure compliance with this rule. Any amendments to such policies and procedures are also subject to Department of Education review.
- E. Annually the program advisory committees and the governing boards must review the live work policies and send evidence of this review to the Maine Department of Education.
-

STATUTORY AUTHORITY: 20-A MRSA Section 8306-A

EFFECTIVE DATE:
June 21, 1979 (EMERGENCY)

EFFECTIVE DATE OF PERMANENT RULE:
August 30, 1979

EFFECTIVE DATE (ELECTRONIC CONVERSION):
May 19, 1996

AMENDED:
July 18, 1999

Appendix F

Stakeholders Meetings
State Board Meetings
Informational Meetings



John Elias Baldacci
Governor

DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL : (207) 624-6616

Susan A. Gendron
Commissioner

MEMORANDUM

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner

DATE: March 7, 2007

RE: March 13 & 14, 2007, State Board of Education Meeting

In accordance with the State of Maine laws, Title 20-A, Chapter 5, Section 402, I call for a meeting of the State Board of Education for Tuesday, March 13 and on Wednesday, March 14, 2007.

On Tuesday, March 13, 2007, the Board will meet in **Workshop Session** in accordance with the agenda as outlined below:

**March 13, 2007
Lou Buker Center
22 Armory Street
Augusta**

12:00 – 1:00	LUNCH	
1:00 – 2:30	Discussion: Arthur Levine Article	Jim Carignan
2:30 – 3:15	University of Maine & Diversity	Bob Cobb and Anne Pooler
3:15 – 3:30	Transportation/Consolidation Report	David Silvernail
3:30 – 3:45	Construction Update	Ellie Multer
3:45 – 4:00	Certification Update	Ann Weisleder

**March 14, 2007
Burton M. Cross State Office Building
ATM Room 103
Augusta**

9:00 - 11:00	Business Meeting	
11:00 - 11:45	Department Update	Commissioner Gendron
11:45 - 1:00	LUNCH	

Resume Workshop Session

1:00 – 1:30	Adult Education	Cathy Newall & Becky Dyer
1:30 – 2:15	Perkins Act	Jackie Soychack

The State Board of Education will conduct its business meeting at 9:00 a.m. Wednesday, March 14, 2007, in accordance with the attached agenda.

SG/rc

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Maine State Board Perkins IV Transition Plan

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John Elias Baldacci
Governor

DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

Susan A. Gendron
Commissioner

MEMORANDUM

TO: Members of the State Board of Education

FROM: Susan A. Gendron, Commissioner

DATE: April 3, 2007

RE: April 11, 2007, State Board of Education Meeting

In accordance with the State of Maine laws, Title 20-A, Chapter 5, Section 402, I call for a meeting of the State Board of Education for Wednesday, April 11, 2007.

On Wednesday, April 11, 2007, the Board will meet in **Workshop Session** in accordance with the agenda as outlined below:

8:30 – 8:45	Construction Update	Ellie Multer
8:45 – 9:00	Certification Update	Ann Weisleder
9:00 – 9:15	Legislative Liaison Committee Update	Jim Carignan
9:15 – 9:45	Department Update	Commissioner Gendron
9:45 – 10:00	BREAK	
10:00- 10:30	Update - Perkins Plan & Maine State Standards for Service for Students with Special Needs	Wanda Monthey, Meg Harvey, Stephanie Turgeon, Lora Downing
10:30 – 11:00	Update – University of Maine	Harry Osgood, Bob Cobb & Anne Pooler
11:00 - 11:45	Leading the Way	Michael Wilhelm, Supt. SAD 75
11:45 – 12:00	Discussion of Proposed State Board Mission Statement	Jim Carignan
12:00 – 1:00	LUNCH Business Meeting	

The State Board of Education will conduct its **business meeting at 1:00 p.m. Wednesday, April 11, 2007**, in accordance with the attached agenda.

SG/rc

4/10//07

Maine State Board Perkins IV Transition Plan

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DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL.: (207) 624-6616

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9:15		
9:15 –	Department Update	Commissioner Gendron
9:45		
	9:45 – 10:00	BREAK
10:00-	Update - Perkins Plan & Maine State	Wanda Monthey, Meg Harvey,
10:30	Standards for Service for Students with	Stephanie Turgeon, Lora
	Special Needs	Downing
10:30 –	Update – University of Maine	Harry Osgood, Bob Cobb &
11:00		Anne Pooler
11:00 -	Leading the Way	Michael Wilhelm, Supt. SAD 75
11:45		
	12:00 – 1:00	LUNCH

Business Meeting

The State Board of Education will conduct its **business meeting at 1:00 p.m. Wednesday, April 11, 2007,** in accordance with the attached agenda.

SG/rc

John Elias Baldacci
Governor

Susan A. Gendron
Commissioner

AGENDA
State Board of Education
April 11, 2007
1:00 - 4:00 PM
Burton M. Cross State Office Building
Room 103

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

January 10 and February 20, 2007 Minutes

III. CONSENT AGENDA

IV. REGULAR BUSINESS

A. Major Capital School Construction Program; Concept Approval Consideration, SAD #6, Buxton Elementary School Construction Project

B. Major Capital School Construction Program; Concept Approval Consideration; Westbrook Middle School Construction Project

C. Consideration of the Interim Report from the University of Maine at Fort Kent Teacher Education Program

D. Initiation of Maine Administrative Procedure Act (APA) for Chapter 13: Qualifying Examinations For Teachers And Administrators

E. Update and Consideration of the State Approval Status for the University of Maine College of Education and Human Development Educator Preparation Programs at Both the Initial and Advanced Levels

F. Consideration of the Carl P. Perkins Career & Technical Education Act of 2006 State Transition Plan

G. Consideration of Maine State Standards of Service for Students with Special Needs

V. REPORTS

A. Commissioner's Report

B. Chair's Report

C. Board Member Reports

VI. PUBLIC COMMENTS

VII. ADJOURN

November 23, 2005

Dear Perkins Stakeholder:

I had hoped that the new federal act to fund Career and Technical Education (CTE) would have been enacted by now, but it seems that Congress will not have voted on a new bill by the end of this calendar year. Maine has been operating under the Carl D. Perkins Vocational and Technical Education Act of 1998 for seven years and the goals and funding categories no longer meet the needs of the state as it moves toward P-16 seamless education and high school transformation.

This year Maine will submit an amended plan for expenditure of the funds and the CTE Director, Yvonne Davis, will be convening a stakeholders' meeting on December 19, 2005 in Augusta from 8:30 a.m. to 4:00 p.m. The purpose of the meeting is to seek input to ascertain how the various stakeholders might provide services that advance the goals of the state in terms of the above-mentioned initiatives, including further implementation of the CTE Strategic Vision and implementation plan.

Please R.S.V.P. to Angela Birmingham at angela.birmingham@maine.gov by December 1, 2005. A meeting notice and agenda will be sent shortly.

I know how busy everyone is given all of the work that has to be done, but I hope that you will be able to arrange your schedule so that you can participate in this important work.

Thank you for your assistance with this matter.

Sincerely,

Susan A. Gendron
Commissioner of Education

Perkins Stakeholders Meeting
December 19, 2005
Burton Cross Office Building
Room 103B
8:30 a.m. – 4:00 p.m.

AGENDA

- Welcome, purpose
- Check in
- Overview/context
- Stakeholder organization introductions
- Small group dialogue

LUNCH

- Whole group sharing of ideas
- Advice to Yvonne
- Summarizing the day
- Close

**Stakeholders meeting
Perkins State Plan
12/19/05**

Requests for participation list and summary

- ❑ Plan more black and white – clear rules – what allowed – don't leave to interpretation
- ❑ Greater articulation – CTE-CC –apprenticeships –
- ❑ Industry standards – CTE – CC
- ❑ Leveraging resources (Career Prep)
- ❑ More than one model but not too many
- ❑ Competency driven - not seat time
- ❑ Professional development
 - Make sure instructors up to speed
- ❑ Technical Ed 6-9
- ❑ Broader Technical literacy
- ❑ Marketing promotion
- ❑ MEA assessments/LAS – until part of that, we are not valued – (more math and ELA in same setting when students are not successful?)
- ❑ Perkins funds used now for entry and re-entry to work force
- ❑ Local funding loss – Perkins loss too? GPA to replace critical
- ❑ Reporting out of achievement data
- ❑ Early college can work and has – use current models to build state plan
- ❑ Remediation - JMG successful
- ❑ Numeracy and literacy part of all
- ❑ Perkins funds – those who receive need to be held to same standards
- ❑ Need to be defining of items in Perkins
- ❑ Better model horizontal and vertical integration
- ❑ Look at program improvement and look at federal indicators and over-lap
- ❑ John Wright – Perkins needs to reach further down into elementary grades – pathway program or demonstration model – start students thinking earlier

Organization	Possibilities
Support for local action committees	
MMTC - Mid-Maine Technical Center	Governance board, steering committee, program advisory committee
CMCC- Central Maine Community College	Steering committee/education committee with chamber AVEC planning committee
JMG – Jobs for Maine’s Graduates	Chamber of Commerce, Community Service groups, connections with local businesses
MCCS – Maine Community College System	Chamber of Commerce, Community Service Groups, Connecting with local businesses
Adult Education	Local adult education directors s/b involved
Women Work and Community	WWC/Committee on Women In Trades and Industry involvement as appropriate
Special Services	Regional Planning/Regulation Development
Special Services	Coordination of Initiatives (Ex-GEAR UP)
CC - Children’s Cabinet	KMCC/Communities for Children & Youth
Support for early college programs/articulation/dual enrollment	
MMTC	Dual enrollment
CMCC	Dual enrollment, early college, articulation agreements
MCCS	Support dual enrollment, early college, articulation agreements
MCCS	Enroll in college for Maine program
Corrections	Work on transitional opportunities for offender population
USM/TEAM	Facilitate better articulation between tech ed and CTE programs grades 7-14
LRTC	Schools of engineering, health science, and CISCO awarding 12-15 college credits upon successful completion Have 24+ articulation agreements
Adult Education	College transitions/aligned curricula in math and language arts w/CC’s Articulation agreements w/CC’s being signed ’06.
Organization cont.	Possibilities
Support for early college programs/articulation/dual enrollment cont.	
WRVC	Continue to establish articulation agreements between the center and post-secondary schools
JMG	Support dual enrollment and connecting students w/colleges
SS	Student planning/family engagement
Promotion of Literacy	
JMG	Partnering with CRM (Center for Resource Management)

USM	Provide CTE teachers with in-service on technical writing
LRTC	SRI implementation –using Lexile protocols – teaching literacy in the CONTENT AREA – PLATO and Learning 100 programs
Adult Education	STAR project –teaching teachers to teach literacy to older teens and adults - across content imbedded curricula
WRVC	Integrate technical publications in the curriculum to promote literacy
Special Services	Coordination/integration literacy initiative
Women unlimited	Combine technical literacy into trainings. Teach the language of the occupation
Integration of Academics	
JMG	Working with school partner
MMTC	Related tech academics
Corrections	Work with DOE
Women Unlimited	Work w/Corrections and school partners using nationally accredited curricula
Adult Education	Provide the basic academics for projects of other service providers
Special Services	IEP Development/Chapter 127 planning
Organization	Possibilities
Integration of Academics cont.	
LRTC	Developed (SLC) Schools of engineering and health science with heavy academic integration Increase number of students engaged in CTE
Support for entrepreneurship program development	
Women Work and community	Intro to business 3 hour sessions to CTE students Starting a business – 9 hour (business plan) Connect CTE students introduction in business with our larger small business network
Adult Ed	Coordinate with other service providers, Teach the skills needed for product development/marketing/etc.
WRVC	Integrate or establish an entrepreneur program into our program offerings
MCCS	Coordinate/develop credit/non-credit programs – resources - services
Corrections	Expand current programming to include entrepreneurship
LRTC	Have entrepreneurship program
JMG	Bringing business into classroom
Special Services	Technology/ assistive technology

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Support for nontraditional programs/activities	
Adult Ed	Continue to offer training in non-trad Coordinate services with other providers
Women Unlimited	Continue work with middle/high school students in NTO conferences with hands on workshops and events Coordinate with other agencies to provide the course work or linkage for people re-entering education
Women Work and Community	Continue to work with gender equity coordinator at community college level to increase recruitment and retention Leverage DOT to serve middle level student in exploring NTO opportunities Continue NTO Totally Trades Conference for CTE/HS students Continue participation in CATC program advisory committee Re-institution sex equity cadres at CTEs Provide on-sight follow-up from Totally Trades workshop to CTE schools
CMCC	“Transition to College” workshops for students with disabilities
LRTC	Teach “Women in Technology” program
MCCS	Continue to partner with Women Unlimited and Women Work and Community
Corrections	Expand integrated/project based learning to adult programs
Children’s Cabinet	KMCC
Standards development....skill/assessment development	
MCCS	Research standards - curriculum – certification
WRVC	Continue to align programs to enable students to obtain national or state certification
Adult Ed	In the loop, aligned with standards and assessment (PK-16 and CTE)
MMTC	National skill standard – student certification
MCCS	Established trade and industry standards can and should be put to work in MCCS courses!
LRTC	SISME development reporting industry skills/ MLRs and student info in a consistent manner
Special Services	Performance /effective practices/youth involvement
MDOE	How fit with MLR
Program Improvement	
MCCS	Entrance the capacity of faculty to teach
USM	Revamp the CTE teacher education program to reflect current practices

MCCS	Program review against CMI program certification
Program Improvement cont.	
MMTC	National Skill Standards
Women Unlimited	Develop and continue programming that is tied to the needs of the Maine labor market
LRTC	Plato and reading/literacy programs
JMG	Expansion, serve more students
Special Services/MACECD/COT	Performance indicators
Children's cabinet	Transition grant mapping
Adult Ed	Aligning with learning results and common assessments Work readiness cert. at career prep
WRVC	Continue to look for new relevant programming for students to enter the workforce or post-secondary education prepared

Language for proposal:

Yvonne to remember

- Professional development – how to integrate activities at school level
- Prioritize and do a few things well
- Accountability – how do we know when do well – clear benchmarks
- Maine at Crossroads – economy will get better if more people working at high wages
- get more people educated/involved
- Build on strengths of system as it exists – look at possibilities using strengths
- System data driven - modeling best practices - challenge status quo
- Combine theory and practice – look at whole, move to quadrant D –
- Support from somewhere – for ESOL population – have skills can't get into jobs due to literacy issues
- Current practice includes a lot of partnerships how can one partnership enhance the other – work together
- Don't separate dual enrollment, early college and articulation connect the language
- Pay attention to needs of job market
- Set clear expectations for all recipients so that they can meet
- Initiatives that weave through each of the areas – show connections

**Stakeholder Meeting
Wednesday, December 20, 2006
8:30 a.m. – 3:00 p.m.
Maine Community College System Office**

AGENDA

- I. Welcome and Introductions – Coffee/muffins etc.
- II. Overview of Perkins IV
- III. Work Groups
 - A. Definition of CTE student
 - B. Definition of Tech Prep student
 - C. Articulation agreements/dual enrollments
 - D. Industry-recognized credential
 - E. Programs of study
 - F. Special populations
 - G. NTOs

LUNCH

- IV. Accountability Goals
- V. Measurement Definitions
- VI. Other

Agenda
Career and Technical Education
Perkins Stakeholders Meeting
Maine Community College System Office
February 7, 2007
9:00 a.m. to 12:00

9:00-9:15 **Introductions**

9:15-10:15 **Feedback**

10:15-11:45 - **Accountability – Secondary and Post-Secondary**
 - **Establishing measurement definitions and approaches**
 - **Establishing a state adjusted level of performance – including**
 process for state/local negotiations

11:45-12:00 **Report out**
 Ground Rules for Feedback

- MDOE will record your comments and questions without response at this time – this is your opportunity to share
- State your comments/question clearly and concisely – referencing page number and section
- Be respectful
- Self-monitor airtime- be aware that many participants would like to speak

From: Mcquarrie, Shirley
Sent: Thursday, November 09, 2006 9:15 AM
To: 'doe_letters@lists.maine.gov'
Subject: Informational Letter 44: Carl D. Perkins Career and Technical
Education Improvement Act of 2006

TO: ALL SUPERINTENDENTS OF SCHOOLS

The following message is being sent at the request of the Commissioner.

***** Please forward to Principals, Adult Education Directors and Career
and Technical Education Directors *****

Note: The Administrative and Informational Letters (with more formatting
for ease of reading and printing) are available on our website at the
following address: <http://www.maine.gov/education/edletrs/homepage.htm>

INFORMATIONAL LETTER: 44

POLICY CODE: IHAQ

TO: Superintendents of Schools, Principals, Adult Education Directors and
Career and Technical Education Directors

FROM: Susan A. Gendron, Commissioner

DATE: November 9, 2006

RE: Carl D. Perkins Career and Technical Education Improvement Act of
2006

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was passed by Congress in July 2006 and signed into law on August 12, 2006. This Act builds upon the initiatives and accountability measures of the current Perkins Act. There are four main themes of the new act and they are:

1. Accountability and program improvement
2. Secondary and postsecondary connections
3. Rigor and academic links
4. Stronger focus on business and industry connections.

The Department will be preparing a transition plan for the 2007-2008 program year and will prepare a five-year plan for the 2008-2013 program years. The plan will align with the goals and objectives of the new act and with the State's initiatives with regard to high school transformation. The transition year will give the State time to develop data and benchmarks upon which accountability goals and funding decisions will be based.

Preparatory to the development of the transition plan, Maine has invited Michael Brustein, Esq., an authority on federal vocational education law and the author of several publications and guidelines for administration of past Perkins Acts, to speak in Maine on December 6th regarding Perkins IV. Subsequent to that information session, a stakeholders meeting will be convened on December 19th to provide an opportunity for attendees to have input into the planning process.

There is every indication that the U.S. Department of Education is planning to write regulations for the new act and there are several changes in allowable expenditures and accountability provisions for the ensuing years. It is the responsibility of the eligible agency (in Maine it is the State Board of Education) to establish the percentages by which the majority of the funds received under this act are allocated. This obviously must be done in accordance with the guidelines established by the federal law. Therefore, there is no guarantee that those of you now receiving funding will continue to receive funds or will continue to receive the same level of funding as you do currently.

Appendix G

Maine State Standards of Service for Students Who are Members of Special Populations

MAINE STATE STANDARDS OF SERVICE FOR STUDENTS WHO ARE MEMBERS OF SPECIAL POPULATIONS

Introduction

Three basic themes constitute key conceptual underpinnings of the Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270):

- Quality career and technical education offerings;
- Increased emphasis on high wage, high skill and high demand positions for students with special needs; and
- Improved accountability for program outcomes and impact.

Maine will continue to honor and refine the State Standards of Service for Students with Special Needs originally developed in compliance with Section 118 in Perkins II.

The following document therefore sets forth a comprehensive set of measures of access and standards of service for students who are members of populations with special needs. These measures and standards were originally based on the language of Section 118 and on other relevant passages in Perkins II and have been revised and updated in conformity with new provisions in Perkins IV, and designed for use by local recipients in the development, monitoring, and evaluation of Perkins-funded programs.

This revised (Perkins IV-compliant) edition of the State Standards of Service will be applied to the Planning Instructions for Local Applications for Assistance under Perkins IV. Since Perkins III, the Maine Department of Education's Career and Technical Education Team has instituted a complete automated web-based reporting system which for all of the Perkins reporting functions from the local educational agencies including the sections on special populations and non-traditional students.

The various specific standards of service are grouped under five general headings:

1. Equal Access;
2. Services for Students With Disabilities;
3. Services for Disadvantaged Students;
4. Services for Students Preparing for Nontraditional Training & Employment; and
5. Planning, Monitoring, and Evaluation.

1. EQUAL ACCESS

Equal access to a full range of quality career and technical education programs, services, and activities must be provided to all secondary and postsecondary students in the State of Maine, including members of special populations and target groups.

Members of special populations and target groups shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities.

Members of special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;

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- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Members of State target groups include:

- youth at risk of dropping out of school or becoming unemployed upon graduation, including homeless students;
- school dropouts; and
- individuals in correctional institutions.

A full range of quality career and technical education programs has been defined by the State Board of Education in the Criteria of Program Quality, adopted on December 8, 1993 and revised on April 14, 1999. Included are comprehensive, competency-based, and outcome-oriented specific occupational preparation and technical education programs, apprenticeship preparation and apprenticeship training programs, technical and professional preparation programs, youth apprenticeship/career internship programs, cooperative education, and career preparation programs.

Quality career and technical education services and activities include: affirmative outreach and recruitment; enrollment, assessment, and placement; membership in a career and technical student/youth leadership organization; and comprehensive career guidance and counseling.

Assessment and career guidance, career development, and career counseling services must be provided to students who are members of special populations by professional counselors specializing in services to special populations, with particular emphasis on their prospects for successful program completion and entry into the world of work

Comprehensive information on the educational and employment opportunities represented by career and technical education, and on the requirements and procedures for enrollment, must be made available to all Maine students and their parents no later than the beginning of the ninth grade. The State Department of Education and local educational agencies must ensure that providers offer information and enrollment assistance, in an appropriate and accessible form, to any prospective student of any age.

2. SERVICES FOR STUDENTS WITH DISABILITIES

Each recipient of Federal assistance under the Carl D. Perkins Vocational and Technical Education Act must establish or participate in an area coordinating committee on transition of the disabled, following guidelines established by Maine's Interdepartmental Committee on Transition (ICOT), to oversee and coordinate school-to-work transition and placement services for students with disabilities.

Students with disabilities enrolled in career and technical education shall be afforded all the rights and protections guaranteed under the Maine State Special Education Rules, Chapter 101, the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

Career and technical education programs, services, and activities for students with disabilities must be provided in the least restrictive environment consistent with federal and State laws and regulations and that is appropriate for them in their progress. In addition, a full range of supplementary services must be made available to facilitate enrollment and success of students with disabilities in regular vocational education programs consistent with their Individual Education Plan (IEP), including (paramount to 34.CFR 300.42):

- curriculum modification;
- equipment modification;

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Maine State Board Perkins IV Transition Plan

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- classroom modification;
- special support personnel and services; and
- special instructional aids, devices, and systems.

Special preparation programs will be made available to all students including students with disabilities for whom enrollment in a regular career and technical education program is inconsistent with their Individual Education Plans (IEPs) and their employment plans.

3. SERVICES FOR STUDENTS WITH DISADVANTAGES

Career and technical education programs, services, and activities for economically disadvantaged students, students of limited English proficiency, and students with other barriers to educational achievement should be provided in the most integrated environment possible.

A full range of supplementary services must be made available to facilitate the success of disadvantaged students in regular career and technical education programs, including:

- curriculum modification;
- special support personnel and services;
- special instructional aids, devices, and systems;
- dependent care and transportation; and
- English language instruction.

4. SERVICES TO STUDENTS PREPARING FOR NON-TRADITIONAL TRAINING AND EMPLOYMENT

In common with other programs supported with Federal assistance, the career and technical education community should support societal efforts to move toward gender balance in occupational choice.

Under ideal circumstances, the percentage of students of each gender enrolled in each career and technical education program should approximate the percentage of students of each gender enrolled in its sending schools. Short of that, the percentage of students of each gender enrolled in each career and technical education facility should approximate the percentage of each gender enrolled in its sending schools. In addition, the percentage of students of each gender enrolled in each career and technical education program should approximate the percentage of workers of each gender represented in the labor market.

All career and technical education programs must cooperate fully with the State program to eliminate sex bias and stereotyping in secondary, postsecondary, career and technical education. Any programs exhibiting a gender imbalance greater than 75/25 must be defined as gender-biased. All feasible and appropriate efforts should be made to reduce gender imbalances to the 60/40 level or below in every program.

Toward this end, a full range of support services must be made available to ensure access to all career and technical education programs for both men and women students, and to facilitate the success of students who seek to enter occupations that are nontraditional for their sex and are preparing for nontraditional training and employment.

Included among these support services must be:

- comprehensive career guidance and counseling services directed toward the elimination of sex bias and stereotyping;
- affirmative outreach and recruitment efforts;
- support systems for students entering nontraditional programs and occupations; and
- dependent-care services and transportation.

5. PLANNING, MONITORING AND EVALUATION

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Each local recipient of Federal assistance under the Carl D. Perkins Career and Technical Education Act of 2006 must establish effective avenues (including necessary information and assistance) for the direct involvement of parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals and area residents, in the development, implementation, and evaluation of career and technical education programs.

In cooperation with the Maine Department of Education eligible recipients must monitor the provision of career and technical education programs, services, and activities to students who are members of special populations, to ensure that all goals and standards of service are being met, including consistency with each student's Individual Education Plan (IEP).

With the full and informed participation of representatives of special populations, all programs must be reviewed:

- to evaluate the progress and success of students who are members of special populations in meeting State levels of performance;
- to identify and adopt strategies to overcome any barriers that result in lowering rates of access to or success in career and technical education for students who are members of special populations; and
- to provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.

Appendix H

Formula Distribution to Eligible Recipients

**DISTRIBUTION OF TITLE I (c) CAREER AND TECHNICAL FUNDS TO ELIGIBLE RECIPIENTS FOR THE
JULY 1, 2007-JUNE 30, 2008 PROGRAM YEAR UNDER SECTION 131 AND 132 OF THE
CARL D. PERKINS ACT**

ESTIMATES-MAY NOT BE AMOUNT AWARDED IN FY08

SECONDARY FUNDS	FY08 TOTAL CENSUS DATA	CARRY OVER	TOTAL FUNDS CENSUS DATA FY2008
<i>Augusta</i>	\$ 139,496.00	1674	\$ 141,170.00
<i>Bath</i>	\$ 68,375.00	821	\$ 69,196.00
<i>Biddeford</i>	\$ 102,766.00	1233	\$ 103,999.00
<i>Bridgton</i>	\$ 59,764.00	717	\$ 60,481.00
<i>Calais</i>	\$ 34,428.00	413	\$ 34,841.00
<i>Caribou</i>	\$ 36,983.00	444	\$ 37,427.00
<i>VanBuran (Caribou Fiscal)</i>	\$ 9,574.00	115	\$ 9,689.00
<i>Dexter</i>	\$ 112,123.00	1346	\$ 113,469.00
<i>Ellsworth</i>	\$ 95,470.00	1146	\$ 96,616.00
<i>Farmington</i>	\$ 71,277.00	855	\$ 72,132.00
<i>Lewiston</i>	\$ 209,095.00	2510	\$ 211,605.00
<i>Machias</i>	\$ 48,484.00	582	\$ 49,066.00
<i>Portland</i>	\$ 222,208.00	2667	\$ 224,875.00
<i>Presque Isle</i>	\$ 43,436.00	521	\$ 43,957.00
<i>Sanford</i>	\$ 170,720.00	2048	\$ 172,768.00
<i>Skowhegan</i>	\$ 97,687.00	1172	\$ 98,859.00
<i>St. John Valley</i>	\$ 28,298.00	340	\$ 28,638.00
<i>Waterville</i>	\$ 117,140.00	1406	\$ 118,546.00
<i>Westbrook</i>	\$ 130,295.00	1564	\$ 131,859.00
<i>Region 2</i>	\$ 50,962.00	612	\$ 51,574.00
<i>Region 3</i>	\$ 61,284.00	736	\$ 62,020.00
<i>Region 4</i>	\$ 188,654.00	2263	\$ 190,917.00
<i>Region 7</i>	\$ 64,358.00	772	\$ 65,130.00
<i>Region 8</i>	\$ 87,374.00	1049	\$ 88,423.00
<i>Region 9</i>	\$ 52,217.00	627	\$ 52,844.00
<i>Region 10</i>	\$ 71,948.00	864	\$ 72,812.00
<i>Region 11</i>	\$ 49,630.00	596	\$ 50,226.00
TOTAL SECONDARY	\$ 2,424,046.00	\$ 29,093.00	\$ 2,453,139.00

POST SECONDARY FUNDS

<i>Maine TC System</i>	\$ 2,424,045.00	\$ 27,870.00	\$ 2,451,915.00
TOTAL TITLE I ©	\$ 4,848,091.00	\$ 56,963.00	\$ 4,905,054.00

DRAFT- FOR DISCUSSION ONLY- THESE FIGURES IN NO WAY OBLIGATE THE MDOE TO HONOR
THESE AMOUNTS- BASED ON FY 07 FUNDING FOR ESTIMATED BUDGETING PURPOSES ONLY

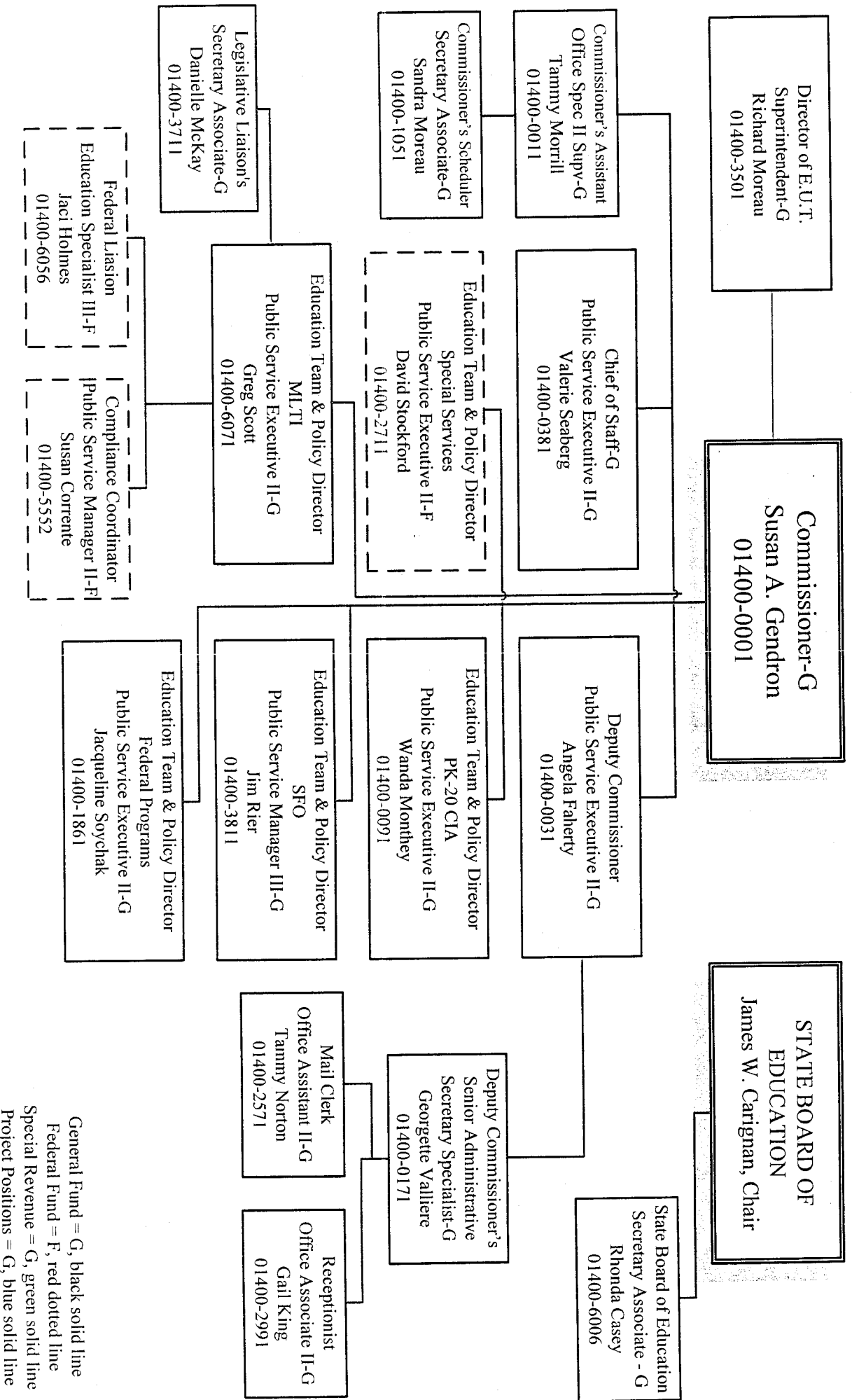
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Appendix I Maine Department of Education Organizational Chart

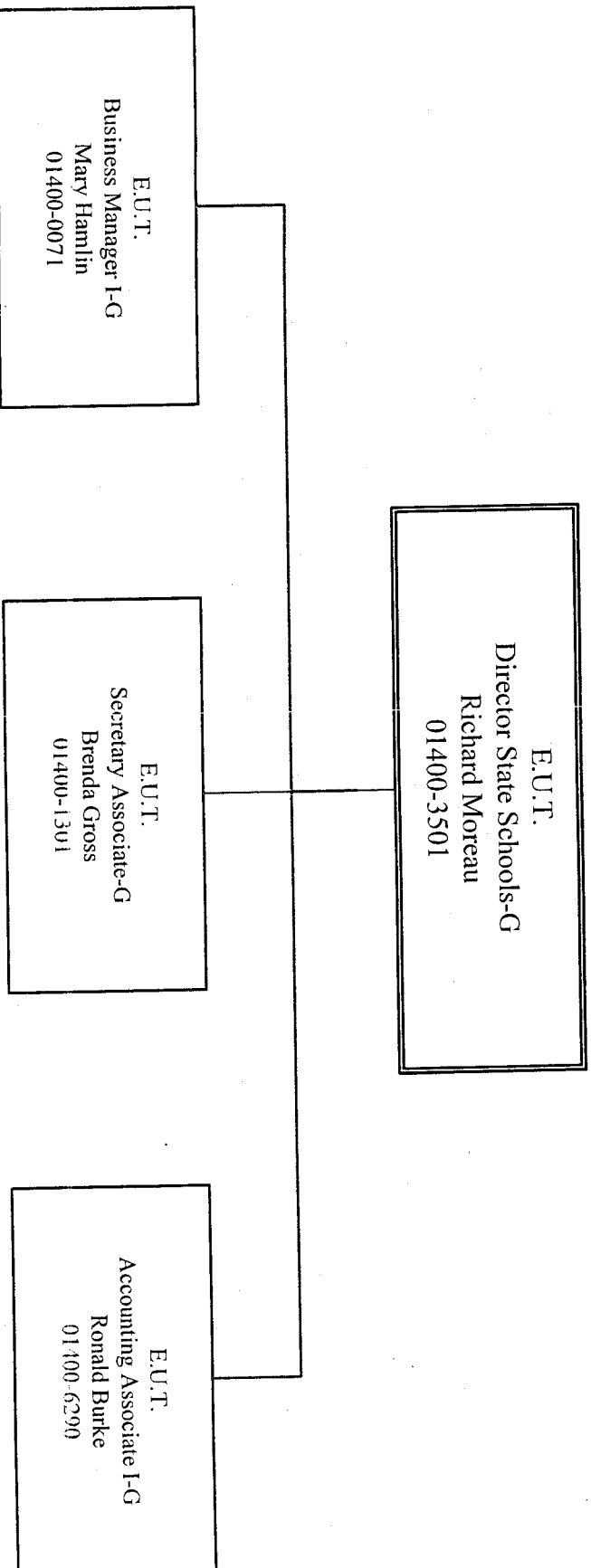
Maine Department of Education Leadership Team



General Fund = G, black solid line
Federal Fund = F, red dotted line
Special Revenue = G, green solid line
Project Positions = G, blue solid line

Maine Department of Education

E.U.T. Team



Maine Department of Education PK-20 Curriculum, Instruction, and Assessment Team

Learning Technology

Education Team & Policy
Director MLTI
Public Service Executive II-G
Greg Scott
01400-6071

Education Team & Policy Director-G
Public Service Executive II
Wanda Monthey
01400-0091

Curriculum, Instruction, &

Assessment Educational Representatives

Regional Ed Rep-G
Literacy, ELA, MEA
Diana Doiron
01400-6212

Regional Ed Rep-G
ELA, MEA, Higher Ed.
Patsy Dunion
01400-0301

Regional Ed Rep-G
Social Studies
Vacant
01400-1841

Regional Ed Rep-G
Mathematics, SAT
Daniel Hupp
01400-0211

Regional Ed Rep-G
World Languages
Donald Reutershan
01400-6200

Regional Ed Rep-G
Science
Vacant
01400-6199

Regional Ed Rep-G
HS/MS Reform
Vacant
01400-6149

Regional Ed Rep-G
Mathematics, MEA
Tad Johnson
01400-6202

Visual/Performing Arts
Ed Spec III-G
Arey Nestor
01400-0935

Regional Ed Rep-G
David Connelly-Martin
Acting Capacity
Communications Dir.
01400-2871

Ed Spec II-F
Four Year Old Program
Janine Blatt
01400-6114

Higher Education
Ed Spec III-G
Harry Osgood
01400-2391

Title II Teacher Quality
Ed Spec III-F
Barbara Moody
01400-6296

Career & Technical Education

Leadership Team
Ed Spec III-F
Lora Downing
01400-6261

Office Assoc II-F
Angela Birmingham
01400-3861

Ed Spec II-G
Charlie Hartman
01400-3132

Ed Spec II-G
Vacant
01400-0062

.5 Ed Spec I-G
Gail Mazzaro
01400-6289

Ed Spec II-G
Douglas Robertson
01400-6038

Coordinator
Ed Spec III-F
Vacant
01400-6254

Ed Spec II-F
Stephanie Turgeon
01400-6057

Ed Spec II-F
Leslie Gamble
01400-6116

.05 Ed Spec I-F
Gail Mazzaro
01400-6010

Fiscal Ed Spec II-F
Margaret Harvey
01400-1461

Fiscal
Office Assoc II-F
Janice Cowan
01400-1112

Office Assoc II-F
Elaine Briggs
01400-5532

Assessment

Assessment
Ed Spec III-G
Susan Smith
01400-6191

Alternate Assessment
Ed Spec II-F
Kim Schroeter
01400-6258

MEA/NCLB
Office Associate II-F
Sandra McKechnie
01400-0927

NCLB Assessment
Ed Spec III-F
John Kennedy
01400-0922

NAEP
Ed Spec II-F
Vacant
01400-0909

Ed Spec III - MLTI
Vacant

Team Leader - MLTI
Vacant

Planning/Research
Assoc I MLTI
Laura Brown
01400-0932

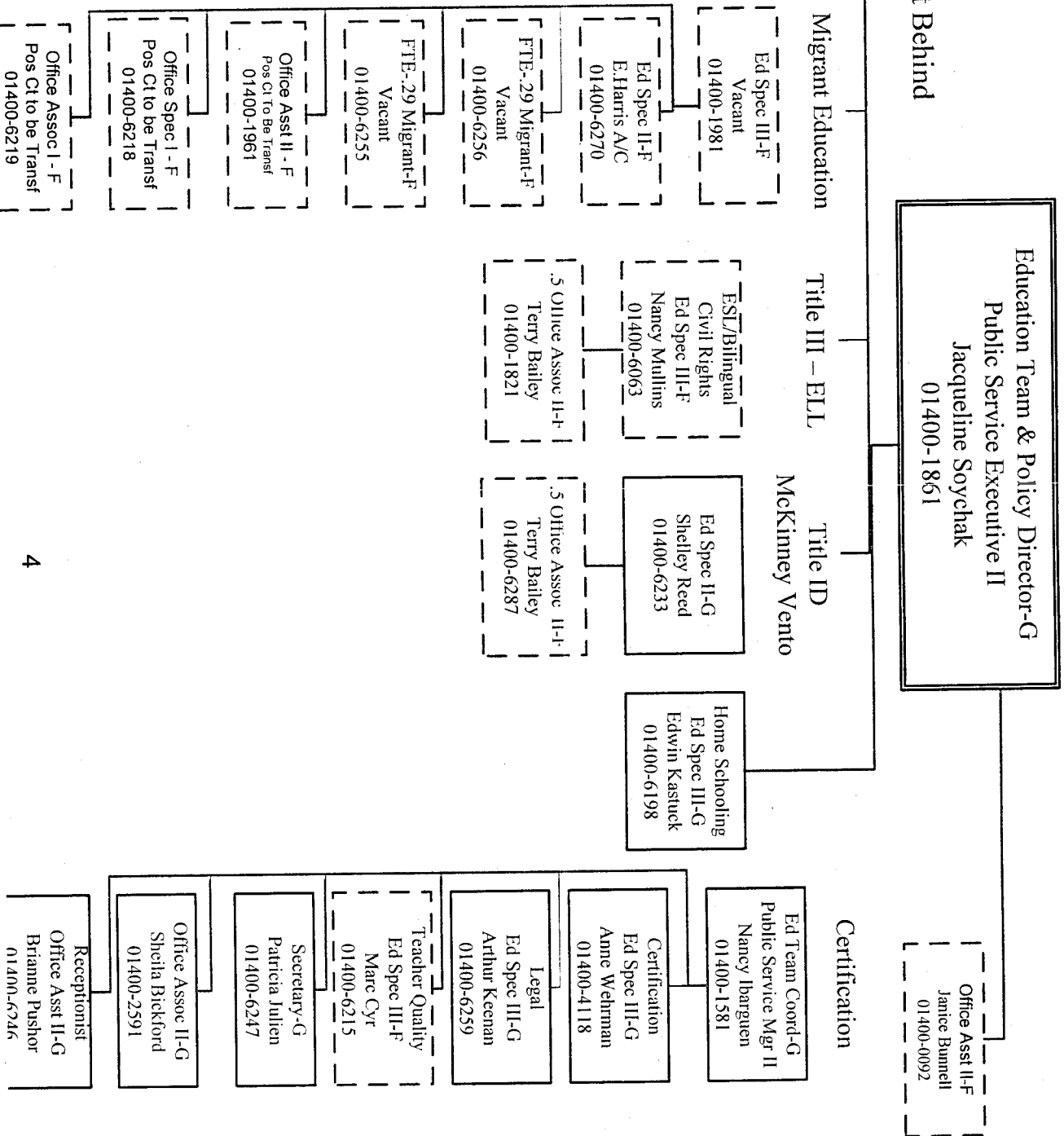
Ed Spec II-F
Robert McIntire
01400-3241

Ed Spec II-G
Steve Vose
01400-6197

Ed Spec III-G
Jeff Mao
01400-6302

Ed Spec III-F
Sylvia Norton
01400-3361

Maine Department of Education
Federal Program Services Team



Maine Department of Education

School Finance & Operations Team

SFO Team Leader-G
Public Service Manager III
Jim Rier
01400-3811

GPA / Audit / Research

Education Team Coordinator-G
Suzan Cameron
01400-6195

School Funding
Specialist
Ed Spec III-G
Joanne Allen
01400-0936

Audit
Auditor II-G
Vacant
01400-2931

Auditor I-G
Tonya Perkins
01400-2041

Statistician III-G
Rick Bergeron
01400-6031

School Funding
Specialist
Ed Spec II-G
Vacant
01400-1341

Field Commun.
Office Spec I Supv-G
Shirley McQuarrie
01400-1391

Correspondence/Forms
Office Assoc II-G
Pamela Partridge
01400-0761

Nutrition Team

Nutrition
Ed Spec III-F
Walter Beesley
01400-6016

Nutrition
Ed Spec III-F
Gail Lombardi
01400-2761

Commodities/
Nutrition
Education Spec I-F
David Hartley
01400-6075

Commodities
Office Spec I-G
Anne Littlefield
01400-0521

Commodities
Office Assoc II-G
Amy Webb
01400-1141

Nutrition
Account Assoc I-F
Nanci Stitt-Kittidge
01400-4119

Nutrition
Office Assoc II-F
Sandy St. Michel
01400-0491

School Facilities

Ed Team Coord-G
Public Service Mgr II
Scott Brown
01400-6297

Construction
Ed Spec III-G
Edgar Antz
01400-6298

Construction
Ed Spec II-G
Anne Pincite
01400-6303

Construction /
Transportation
Ed Spec III-G
Harvey Boatman
01400-6024

Construction
Secretary Assoc-G
Karen Bossie
01400-0902

Office Spec I Supv-G
Ruth Sherman
01400-0991

Ed Spec III-G
John McQue
01400-2541

(Proposed Coordinator)
R & D Data Quality/Analysis
Ed Spec III
Vacant
01400-6031(???)

MEDEMS

Office Asst I-F
Vacant
014006139

Ed Spec III-F
Dennis Kunces
01400-2841

No Child Left Behind